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ABSTRACT

This report discusses a project to provide a comprehensive pre-service and inservice training program for adult basic education (ABE) teachers and paraprofessionals throughout Kentucky. It is arranged by the project's six components. Chapters 1 and 2 focus on two activities of the adult learning disabilities teacher training component: Adult Learning Disabilities Workshop to provide training in the diagnosis of adult learning problems using the London Procedure and vision screening kits, and Adult Learning Disabilities Pilot Workshop to develop awareness of adult learning problems and procedures to detect students with learning problems. Chapter 3 discusses analysis and evaluation of Kentucky's Paraprofessional Homebound Instruction Program. Chapter 4 describes competency-based adult education (CBAE) inservice training to provide teachers with skills to include CBAE materials in traditional instructional programs in reading, math, and writing. Chapter 5 concerns ABE credit training for educators concentrating on problems of teaching disadvantaged adults. Chapters 6 and 7 focus on two activities of the paraprofessional training program to provide orientation in basic techniques and methods for new or inexperienced paraprofessionals (workshop) and continuous training for experienced paraprofessionals (conference). Chapter 8 describes the preservice orientation and individualized instruction training workshop. Project materials and forms are appended. (YLB)

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Project No. J08916010F

Budget Unit 4517

Competency Based Adult Education and Learning Disabilities Development/Training Program for ABE Personnel 1979-80

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SUMMARY

The "Competency Based Education and Learning Disabilities Development/Training Program for ABE Personnel" consisted of six components, two of which included more than one activity or function. Each component is listed below as stated in the 1979-80 proposal:

I. & II. ADULT LEARNING DISABILITIES TEACHER TRAINING--
Two Components

(1) ADULT LEARNING DISABILITIES WORKSHOP:

Objective:

This workshop provided training in the diagnosis of adult learning problems using the London Procedure and the vision screening kits. The workshop provided the initial training for nine ABE teachers in the area of adult learning disabilities. The nine teachers used the diagnostic skills with students and functioned in the capacity as resource teachers in the development of the pilot in-service training program. In addition this workshop provided project staff with many of the necessary skills used in the pilot training session which ultimately leads to the fall in-service training for 1980. The training component emphasized an awareness of the learning problems among many of our adult students.

(2) ADULT LEARNING DISABILITIES PILOT WORKSHOP:

Objective:

As a result of participating in the initial staff development workshop in learning disabilities, the staff in cooperation with the nine original teachers developed a six hour in-service training session. This training program was tested in the pilot workshop. This pilot workshop was in conjunction with Murray State University and was geared toward the development of awareness of adult learning problems and procedures an ABE teacher may use to detect students who have learning problems and necessary resource-referrals for diagnosis.

III. ANALYSIS AND EVALUATION OF KENTUCKY'S PARAPROFESSIONAL HOMEBOUND INSTRUCTION PROGRAM

Objective:

The major objective in conducting this component of the project was to carefully document the various aspects of Kentucky's Home Instruction Program focusing on the initial concept and it's evolution to it's current status. This effort was designed to determine both the strengths and weaknesses of the program; a reference for development of new programs in Kentucky; and accomodate the requests from out of state for information on the paraprofessional program.

IV. COMPETENCY BASED ADULT EDCUATION IN-SERVICE TRAINING

Objective:

The objective of the fall in-service training in competency based adult education was to provide Kentucky's ABE Teachers with

the skills to include CBAE materials in the traditional instructional programs in reading, math, and writing. Competency Based Adult Education means to provide ABE students the opportunity of acquiring life skills with academic skills based on their desires and abilities. The Kentucky ABE State Plan has called for prioritizing the recruitment and enrollment of low-level students who read below an eighth grade level. Thus, the instructional materials based upon life skills, everyday-to-day problem solving situations was the content of the CBAE in-service training.

V. ABE CREDIT TRAINING

Objective:

The major objective was to provide course offerings in adult education to increase the competencies of adult education practitioners by concentrating on the problems encountered while teaching the disadvantaged adults. Class offerings were made available at Morehead State University and through off campus locations. College credit was also provided for summer workshops and the spring paraprofessional conference. In addition to skill development the ABE credit training program provides ABE personnel a sense of professional growth and identification as well as an opportunity to pursue a degree in adult education.

VI. & VII. PARAPROFESSIONAL TRAINING PROGRAM: Two Components

Objective:

The main objective of the paraprofessional training program was to provide continuous training for experienced paraprofessionals and orientation in basic techniques and methods for the new or inexperienced paraprofessional.

(1) NEW PARAPROFESSIONAL WORKSHOP

This workshop was the first week of employment and included all the basic training sequences necessary to begin a home instruction program.

(2) SPRING PARAPROFESSIONAL CONFERENCE--1980

This conference has provided continuous enrichment; strengthening of previous training received and has allowed for continuous growth of the experienced paraprofessionals. This conference's major objective was to develop a paraprofessional home instruction handbook which was designed and written at the conference by the paraprofessionals.

VIII. ORIENTATION AND INDIVIDUALIZED INSTRUCTION TRAINING WORKSHOP--NEW ABE TEACHERS

Objective:

The major objective to the Pre-Service Individualized Instruction Program was to provide training for ABE teachers in the following areas:

1. Orientation to Adult Basic Education in Kentucky
2. Characteristics of the Disadvantaged Adult
3. Individualized Instruction
   a. Interview
   b. Diagnose
   c. Prescribe
   d. Manage
4. Orientation and Explanation of ABE Materials Guide
5. Instruction in the Use of ABE Materials Guide
6. Instruction in Content Areas covered on the GED

PROCEDURE AND SCOPE

This project was designed to provide comprehensive pre-service and in-service training programs for Kentucky's adult basic education teachers and paraprofessionals. The project consists of a series of training workshops, in-service programs, formal class meetings, and follow-up evaluation sessions that provide training in the theories and techniques of teaching the disadvantaged adult. In addition, developmental training activities and informative studies are included.

Previously, adult basic education teachers and paraprofessionals have been employed with little or no training in the theories and practices pertaining to teaching adults. This project was designed to increase the competencies of the adult education practitioners and broaden the scope of services that can be provided for the disadvantaged adult.

INTRODUCTION

The purpose of this project was to provide a comprehensive pre-service and in-service training program for adult basic education teachers and paraprofessionals throughout Kentucky. The proposal is broken into six(6) components, each related either to the development of an in-service training program or the implementation of an in-service training program which has previously been developed for use in the Commonwealth of Kentucky.

This report describes training activities for ABE personnel via workshops on the campus of Morehead State University; in-service training sessions in different regional sites; and developmental training or pilot workshops in various locations. The new content and/or major topics for training and program implementation were (1) competency based adult edcuation and (2) adult learning disabilities. The previous training content area for new teachers and paraprofessionals remained as the basic elements on the workshop agenda--i.e., teaching of reading, math; characteristics of the adult student; diagnosing and prescription; etc.

The developmental area included as a part of the project staff's work load was to analyze the paraprofessional home instruction program to determine the strengths and weaknesses and utilization of this information for future program development.

The project also included the ABE college credit courses offered for ABE personnel to improve their knowledge

of the many aspects of teaching the adult student; program development and new information being written by distinguished adult educators as a result of research, demonstration and teacher training.

The constant need for staff development requires that the content, strategy and usefulness of the approaches and techniques used for training ABE personnel in Kentucky be applicable to the needs of the teacher and the adult students. Also, it is important to reflect Kentucky's priorities of working with the low-level adult student and cooperating with other agencies, etc.

In this document, the objectives for each component are reported along with a description of the activities designed to meet the objectives and the results of the completed activities.

I. & II. ADULT LEARNING DISABILITIES TEACHER TRAINING: TWO COMPONENTS

(1) ADULT LEARNING DISABILITIES WORKSHOP
(2) ADULT LEARNING DISABILITIES PILOT WORKSHOP

Objective:

The major objective of this component was to develop a statewide training program to create an awareness of adult learning problems among ABE teachers. Procedures used to detect students who have learning problems, referral procedures for diagnosis and resources and strategies used in teaching adults with learning disabilities were skills to be addressed.

Problems and Background Information:

There is a great need for awareness training of ABE teachers in adult learning disabilities. Studies showed that 30 to 50 percent of the ABE students enrolled in classes may have a learning problem. This percentage will probably increase with the increasing emphasis on the recruitment of low level students. Many of our potential adult students were enrolled in public school before the school system established remedial, diagnostic and special education programs. Thus, it is likely that many older adults may have dropped out of school with minimum literacy skills because of an undiagnosed learning disability.

No doubt the drop out problem continues today in the ABE programs as teachers struggle with students with undetected learning disabilities.

I. ADULT LEARNING DISABILITIES TEACHER TRAINING WORKSHOP

A plan was developed to train ten teachers in the Adult Learning Disabilities Workshop in July, 1979, who would have the potential of serving as resource people in the development of an in-service training program. These ten teachers represented traditional classroom teachers, learning center coordinators, and paraprofessionals.

The workshop was conducted on July 16, 17, 18 & 19, 1979 at the Central Kentucky Area Vocational School in Lexington. This workshop was conducted by Dr. Harold Rose and Laura Weisel. A total of twenty-three(23) students were enrolled. The University provided for the travel and consultation fee for Ms. Weisel. This workshop provided training in the diagnosis of adult learning problems using the London Procedure and vision screening kits.

The training involved the use of the London Procedure as developed by Laura Wiesel, who conducted eighteen hours of the learning disabilities training session. The following exerpt discusses this procedure:

> *"The London Procedure has been developed as a series of individually administered tests designed to identify learning problems in adult basic education. Major areas of the test include screening for visual functions, screening for auditory functions, diagnostic evaluation of visual perceptions, diagnotic evaluation of auditory perceptions, and diagnostic evaluation of dyslexia as a reading encoding and decoding process. The tests are appropriate as a screening*

for referrals to medical and visual specialists where auditory or visual function problems exist. The diagnostic evaluation provides a sound basis for prescription teaching strategies."[1]

The workshop provided the initial training for the project staff and nine ABE teachers who were included in the second phase of this component or the pilot workshop which was held in the spring of 1980. This workshop carried two(2) hours of college credit and included other teachers from the Bluegrass Employment Training Program and the Area Vocational School. A list of participants are included in Appendix A1 and those indicated by asterisk were involved in planning the pilot session.

After completion of the four day training session each of the nine ABE teachers were provided a complete diagnostic learning disabilities kit for practice and evaluation before the follow-up session.

Each participant was expected to administer the diagnostic procedure to a minimum of five or six students. The purpose was to gain as much experience about the procedure, before the follow-up session which was scheduled about six weeks later on October 12, 1979, in Lexington. At this time each participant could ask questions and discuss problems with Laura Weisel, plus prescribe programs of study for the students they had tested.

---

[1]George Y. Travis; Laura P. Weisel; Arthur L. White, "The London Procedure: A Screening Diagnostic and Teaching Guide for Adult Learning Problems," Adult Literary and Basic Education, (Fall, 1978).

Probably the most beneficial information gained during the follow-up were the answers to many questions the participants had from their experiences with the diagnostic materials. In addition, the following outline for prescribing a program of study from the diagnostic information was presented.

10 Steps to Developing
an Individual Education Plan

1. Determining the adults educational goal
2. Assessing basic skills--TABE test
3. Diagnosing learning problems
4. Incorporating teaching strategies
5. Determining areas of skills for an IEP
6. Matching sub-skills with teaching strategies
7. Selecting materials for IEP
8. Discussing IEP with the adult student
9. Implementing IEP with the adult student
10. Review, revising, and completing the IEP

The IEP actually combines the information on the TABE diagnosis with the students learning disability diagnosis to select materials most beneficial to the student.

The London Procedure Adult Learning Problem: A Screening, Diagnostic and Teacher Guide; Teacher Manual and Guide, plus the Manual Test Plates were sent under separate cover to accompany the Second Quarterly Report and are on file with that report in the Unit of Adult Education. These materials are available to others from Laura Weisel, London ABE Program, London, Ohio.

II. ADULT LEARNING DISABILITIES PILOT WORKSHOP--SPRING 1980

As a result of the initial training in July the project staff compiled and structured tentative training materials to be

discussed and developed into an in-service training agenda for the pilot workshop. In addition the project staff sought out information from other projects and participated in an advanced seminar for learning disabilities, which was conducted by Laura Weiseland Steve Tipps at Columbus, Ohio. This seminar provided an additional insight into learning disabilities according to the functioning capability of the brain. This seminar provided the project staff the needed depth essential for the in-service training of the ABE teachers.

As a result of the accumulation of information from reports and training activities, the project staff, with the help of the nine(9) pilot teachers proceeded to develop the training agenda. The work session was held in Bardstown and resulted in the following preliminary agenda for the fall, 1980 in-service training program.

I. Introduction and background of adult learning problems.

II. Ice breaker--includes learning styles for each individual

Frustration activity--to simulate a learning disabilities student situation.

III. Define learning problem--example--we all have some to a certain degree.

IV. Learning spectrum or continuum for learning problems.

V. Film--depicting learning problem situations for adult.

VI. Characteristics of the adult with learning problem

Handouts of checklist--general to specific

VII. Film-- "Learning Disabled Adult, Part II"

VIII. Alphabet--days of week--exercise for detection of possible learning problems.

IX. Causes of learning problems that would relate to the functioning of the brain(brief)

X. Learning styles--according to Dale Jordan's types 1-2-3, personalities thinking process-game.

XI. Simple methods to test for a possible learning problem

XII. What remediation's can be employed?

XIII. What about referrals?

XIV. Score the self learning style and graph

Wrap up and evaluation

Conduct of the Pilot Workshop:

Now that the stage was set with an outline of a training agenda the next step was to conduct the actual pilot with teachers who had not previously been exposed to learning problems. The workshop was conducted in June 1980 at Corbin, Kentucky with fourteen participants. This pilot program evaluation provided information for improving the in-service training agenda prior to training all the teachers during the fall.

As a result of the pilot workshop and input from the ABE

teachers the following training agenda was finalized to create an awareness of adult learning disabilities problems in ABE teachers. A brief discussion as to the major highlights of the content included on the agenda is included here.

ADULT LEARNING DISABILITIES
AWARENESS WORKSHOP

Agenda Topics

1st Night

6:30 - 6:40	Welcome and Introduction Ice Breaker
6:40 - 6:55	Learning Disabilities group definition
6:55 - 7:15	Film "Invisible Handicap"
7:15 - 7:30	Circle exercise
7:30 - 7:45	Learning style quiz
7:45 - 7:55	Break
7:55 - 8:10	Continuum for Learning Problems
8:10 - 8:40	"Adult Learning Problems" Handout and Discussion
8:40 - 9:15	Film "Learning Disabled Adult-Part I"
9:15 - 9:30	Wrap Up

2nd Night

6:30 - 6:45	Boxes exercise
6:45 - 7:00	Brain function and processes
7:00 - 7:30	Film "Learning Disabled Adult-PartII"
7:30 - 7:45	Physiological Factors and Personality Types
7:45 - 8:00	Break
8:00 - 9:00	Tips and Practical Advice for Teaching
9:00 - 9:30	Wrap Up

The first important phase was to provide an overview of the current state of knowledge in the field of adult learning disabilities. Learning expectations were reviewed with the participants. It was not the purpose of the training program to develop an indepth perception of adult learning disabilties, but to create awareness of some of the things to look for or be suspicious of in a learning disabled adult.

The next step was to introduce them to an experience that depicted how a learning disability might appear. A picture of visual perception

in which you could see one of two images, either an old lady or a young lady or both was shown. This was related to someone with a visual perception problem who when reading couldn't possibly differentiate between certain words or letters. This exercise very quickly set the stage for understanding a learning disabled adult student. (See picture in Appendix A2)

A small group activity was designed to secure a definition of a learning disability. The purpose of this was to collectively share the ideas that existed within the entire group and begin the definition that would evolve throughout the workshop. It immediately got them to thinking about learning disabilities and formulate the definition in their own mind as the workshop progressed.

To immediately reinforce the group activity, a 15 minute segment of "The Invisable Handicap," a film from the CBS television program 60 minutes, narrated by Morley Safer was shown. This film visually illustrated the dyslexia learning disability. It presented the experience of a young lady with dyslexia and her verbal testimony as to the frustration and anxiety she had experienced, but didn't understand why.

The next exercise that the participants were asked to do involved the small muscle motor hand eye coordination which is a big problem with many learning disabled adults. The participants were asked to restructure three abstract symbols using their left hand if they were right handed and visa versa. This example from the London Procedure test plates successfully demonstrated the feeling a learning disabled student experiences. (See Appendix A3 for this exercise)

Another significant aspect was a learning style inventory showing strong and weak modes of learning, which each participant took and scored. The modes of learning included concrete experience, reflective observation, abstract conceptualization, and active experimentation. These were ploted on a circle graph so that they could see their style and also share with other participants. This information was used to illustrate a learning disabled adult student who may be a one channel learner, ie. auditory, or a mult-channel learner where they have to see, hear, smell, feel, or any combination of these in order to learn. For example, learning disabled people may have to read by tracing the line with their fingers and subvocalize at the same time to comprehend what they are reading.

A very significant part of the workshop program are the two 16mm films on Adult Learning Disabilities developed and available from Indiana University in Bloomington. Film one was an introduction and characteristics of adult learning disabled students, which provided personal experiences of four adults faced with learning disabilities. The second film portrayed a lady by the name of Bernita, who was a multi-learning disabled adult. The film does an excellent job in taking the viewer through Bernita's daily activities illustrating her problems, what it is like to be learning disabled.

Another exercise was used to illustrate our different styles of thinking and processing information. Participants were asked to do the following:

> There are 3 separate, equal-sized boxes, and inside each box there are 2 separate small boxes, and inside

each of the small boxes there are 4 even smaller boxes. How many boxes are there all together?

a) 24
b) 13
c) 21
d) 33
e) some other number

After the participants completed the exercise they were asked to share their answers. It is possible to get three or four different answers because of the way one processes the information. The exercise illustrates that we all process information differently and the importance of knowing how adults who may be learning disabled, best process information. A learning disabled adult may have an extremely difficult time in processing the information correctly. Their senses may be okay--eyes, ears, voice, etc., but when it is stored in the brain and retrieved, information may come out scrambled. Included in Appendix A4 is one very useful handout that should be brought to attention here is the Learning Disabilities Checklist "Observable Clues to Visual and Auditory Learning Problems." This checklist may be used by the ABE teacher if they feel one of their students may have a learning problem. The checklist provides information for possible referral for further diagnosis, which is the purpose of the awareness level training in adult learning disabilities.

It is felt that the information and strategies included in the in-service training package will work well for the 1980 fall training sessions for the other ABE teachers in the state.

III. ANALYSIS AND EVALUATION OF KENTUCKY'S PARAPROFESSIONAL HOMEBOUND INSTRUCTION PROGRAM 1973 - 1980

Problem:

Kentucky's paraprofessional home instruction program has been recognized by those of us in the state and by many others outside Kentucky as being unique in that it serves those students who are isolated and cannot be served by traditional ABE programs. Because the program is somewhat unique in ABE, it was felt that a descriptive analysis of the elements and factors involved in the program should be undertaken.

Procedure:

Many developmental steps were necessary to successfully conduct a large descriptive study. In the beginning of FY 1979-80, an outline was developed covering all aspects of the paraprofessional program including: 1) Cost analysis; 2) Paraprofessional demographic information; 3) Supervisory staff information; 4) Student analysis; and 5) Training analysis. The outline and a letter was sent to each paraprofessional group supervisor for review, additions, and comments. (See Appendix B1). Follow-up phone calls were also made by the project to these supervisors to expand ideas.

In September, the paraprofessional programs to be included in the study were identified. A few small one-county programs were selected to get the true flavor of the statewide program. These included some independent programs that had minimum local supervision with direct paraprofessional contact with the Adult Education Unit in Frankfort. Also included were larger programs supervised by full time and part-time personnel. These were in large urban areas, medium urban areas, small town-rural areas, and strictly rural areas. Programs were representative of the groups being headquartered at learning centers, in trunks of cars and superintendent's offices. Programs from all geographic areas of Kentucky were included.

In early October, the questionnaires which had been developed were field tested with nine paraprofessionals from the Morehead program. Modification and suggestions were made to finalized questionnaires used in the study.

The first in a series of comprehensive questionnaires was mailed out in mid-October to the paraprofessionals. Copies of the example questionnaire and letters are in Appendix B2.

As the data was returned in November, it was coded and keypunched. Periodic phone calls were necessary to get additional information.

The second and third questionnaires were then mailed in December (see Appendix B3) and upon their return were coded and keypunched.

In February a research consultant was utilized to run the data using the computer statistical program SPSS. Program analysis questions were asked of the computer in order to retrieve the descriptive data desired.

The following data on the paraprofessional program has been broken into three major areas: 1) Paraprofessional Home Instructors; 2) Current Students; 3) Previous Year Students.

Paraprofessional Home Instructors

The backbone of the home instruction program are the paraprofessionals themselves. For this reason, comprehensive data was collected on each of the sixty four paraprofessionals involved in this descriptive study. Information ranges from personal data, education and training, to duties involved on the job.

Key to Symbols

N = number reported	$\bar{X}$ mean	Range - lowest incidence to highest incidence

PARAPROFESSIONAL AGE:

N = 61	$\bar{X}$ 42.4	Range = 25 - 70

RACE:

N = 63	White	59	93.7%
	Black	4	6 3%

MARITAL STATUS:

N = 63			
	Single	2	3.2%
	Married	58	92.0%
	Divorced	1	1.6%
	Widowed	2	3.2%

SEX:

N = 63			
	Male	2	3.2%
	Female	61	96.8%

EMPLOYMENT STATUS OF SPOUSE:

N = 60			
	Employed	53	88.3%
	Unemployed	0	0%
	Disabled	2	3.3%
	Retired	5	8.3%

DEPENDENTS AT HOME:

N = 63 $\bar{X}$ 1.46 Range = 0 - 6

YEARS AS A PARAPROFESSIONAL

N = 64 $\bar{X}$ 3.98 Range = 1 - 7

PREVIOUSLY EMPLOYED:

N = 61			
	Yes	59	96.7%
	No	2	3.3%

EDUCATIONAL BACKGROUND:

N = 62			
	GED	17	27.4%
	High School Diploma	36	58.1%
	Vocational School	6	9.7%
	BA	2	3.2%
	MA	1	1.6%

COLLEGE CREDIT

N = 59			
	Less than 20 hours:	39	66.1%
	21 - 60 hours:	11	18.6%
	61 - 100 hours:	6	10.2%
	101 - 130 hours:	1	1.7%
	Over 130 hours:	2	3.4%

The following data are related to the duties of the paraprofessional and circumstances under which they work.

COMMUNITY SIZE:

N = 63	Rural	33	52.4%
	Small Town	11	17.5%
	10,000 - 25,000	6	9.5%
	25,000 - 100,000	5	7.9%
	Over 100, 000	8	12.7%

AVERAGE STUDENT LOAD:

N = 61 $\bar{X}$ 18.56 Range = 4 - 37

NUMBER OF STUDENT VISITATION SIGHTS

N = 60 $\bar{X}$ 15.35 sites Range = 2 - 29 sites

MILES DRIVEN PER WEEK

N = 61 $\bar{X}$ 115 miles Range = 20 - 350

MATERIALS USED

N = 62	Commercial	$\bar{X}$ 80.0%	Range = 5-99%
N = 62	Teacher-made	$\bar{X}$ 10.6%	Range = 0-70%
N = 62	Printed Material	$\bar{X}$ 9.4%	Range = 0-60%

Paraprofessionals, working under different types of administrative structures are exposed to different amounts and types of training. The following training catagories are descriptive of: 1) Regional and State Training, received from Morehead State University or Murray State University during regional in-service workshops and the annual paraprofessional conference; 2) Local Training: Organizational, received from the local supervisor and having to do with materials,acquisitions, forms, visitation, etc.; and 3) Local Training: Special Problems, received from the

local supervisor and having content in a special area such as teaching reading, math, language, etc.

REGIONAL AND STATE TRAINING PER YEAR:

N = 59 $\bar{X}$ 80.6 hours Range = 6 - 202 hours

LOCAL TRAINING: ORGANIZATIONAL

N = 63 $\bar{X}$ 43.15 hours Range = 4 - 233 hours

LOCAL TRAINING: SPECIAL PROBLEMS

N = 63 $\bar{X}$ 26.44 Range = 0 - 372 hours

Current Students of Sixty-four Paraprofessionals

The paraprofessionals' current student data is based on an enrollment of 1328 students for 64 paraprofessionals in FY 79-80. Analysis follows based on responses in each category.

STUDENT AGE:

N = 1274 $\bar{X}$ 30.6 Range = 14 - 84

RACE:

N = 1322	White	1147	86.8%
	Black	149	11.3%
	Other	26	2.0%

MARITAL STATUS OF STUDENTS:

N = 1308	Single	246	18.8%
	Married	833	63.7%
	Divorced	150	11.5%
	Widowed	56	4.3%
	Separated	23	1.8%

SEX:

N = 1318	Male	244	18.5%
	Female	1074	81.5%

SPOUSE'S EMPLOYMENT

N = 1130			
	Employed	558	49.4%
	Unemployed	489	43.3%
	Disabled	55	4.9%
	Retired	28	2.5%

NUMBER IN HOUSEHOLD:

N = 1214 $\bar{X}$ 3.6 household members Range = 1 - 9

N = 70	1/ household
N = 211	2/ household
N = 329	3/ household
N = 321	4/ household
N = 137	5/ household
N = 76	6/ household
N = 39	7/ household
N = 15	8/ household
N = 16	9/ household

PUBLIC ASSISTANCE:

N = 1260			
	Yes	N = 378	30.0%
	No	N = 692	54.9%
	Don't Know	N = 190	15.1%

HOW STUDENTS WERE RECRUITED:

N = 1302			
	Word of Mouth	603	46.3%
	Agency Referred	232	17.8%
	By the Parapro	367	28.2%
	Other	100	7.7%

HOURS OF STUDENT PARAPROFESSIONAL INSTRUCTION/WEEK:

N = 1267 1.6 hours/week

MOST FREQUENTLY USED AGENCIES FOR REFFERAL TO HOME INSTRUCTION:

In rank order:
1. High Schools
2. Department for Human Resources
3. Bureau for Social Services
4. Churches
5. Head Start Programs

The following three(3) categories are based on responses of sixty four paraprofessionals on what they thought to be true. The questions in these categories are subjective in nature thus revealing data that may or may not be solid.

REASONS FOR STUDENT PARTICIPATION:

N = 64	Other Programs in the County	43	$\bar{X}$ 13.3 students/
	Only Program in the County	21	paraprofessional
N = 64	No Isolation Problems	21	$\bar{X}$ 7.5 students/
	Isolation Problems	43	paraprofessional
N = 64	No Childcare Problems	28	$\bar{X}$ 6.4 students/
	Childcare Problems	36	paraprofessional
N = 64	Not Self-Conscious	23	$\bar{X}$ 4.7 students/
	Self-Conscious	41	paraprofessional
N = 64	Irregular Hours No Problem	27	$\bar{X}$ 3.9 students/
	Irregular Hours Problem	37	paraprofessional

HOME ENVIRONMENT OF THE STUDENT:

N = 1282

Very Poor	N = 117	$\bar{X}$ 9.1%	$\bar{X}$ 1.8/instructor
Poor	N = 200	$\bar{X}$ 15.6%	$\bar{X}$ 3.1/instructor
Moderate	N = 362	$\bar{X}$ 28.2%	$\bar{X}$ 5.6/instructor
Good	N = 261	$\bar{X}$ 20.4%	$\bar{X}$ 4.0/instructor
Very Good	N = 138	$\bar{X}$ 10.8%	$\bar{X}$ 2.1/instructor
Do not meet in the home	N = 204	$\bar{X}$ 15.9%	$\bar{X}$ 3.1/instructor
	N = 1282		$\bar{X}$19.7/instructor

ESTIMATED HOUSEHOLD INCOME:

N = 1091

Thousands-		
0 - 5	N = 333	30.5%
5 - 8	N = 305	28.0%
8 - 11	N = 250	22.9%
11 - 15	N = 121	11.1%
over 15	N = 82	7.5%

Previous Year Students

Each of sixty one paraprofessionals gave data from their records on their students that were enrolled during FY 1978-79. Data ranges from employment to acquired GED's and their relationship,to reasons for program termination.

TOTAL PREVIOUS YEAR'S STUDENTS:

N = 61 Total students 1,787 $\bar{X}$ 29.3 Range = 9 - 60

EMPLOYMENT STATUS OF PREVIOUS YEAR'S STUDENTS:

N = 61

Unemployed and received job without GED	= 130	$\bar{X}$ 2.13	Range = 0 - 9
Unemployed and received job with GED	= 126	$\bar{X}$ 2.06	Range = 0 - 8
Employed and recieved better job or promotion without GED	= 36	$\bar{X}$ .59	Range = 0 - 5
Employed and received better job or promotion with GED	= 123	$\bar{X}$ 2.02	Range = 0 - 10

REASONS FOR PROGRAM TERMINATION FY 1978 - 1979:

N = 61 Total students 1,787

Moved	N = 167	$\bar{X}$ 2.7	Range = 0 - 9
Lost Interest	N = 221	$\bar{X}$ 3.6	Range = 0 - 12
Got GED	N = 440	$\bar{X}$ 7.2	Range = 0 - 30
Reached other goal	N = 80	$\bar{X}$ 1.3	Range = 0 - 17
Job related	N = 104	$\bar{X}$ 1.7	Range = 0 - 11
Entered other training program	N = 67	$\bar{X}$ 1.1	Range = 0 - 11

Total accounted	N = 1079	87.4%
Unaccounted	N = 155	12.6%
Terminated	N = 1234	

PREVIOUS YEAR STUDENTS STILL ENROLLED FY 1979 - 1980:

N = 61 Still enrolled = 553 $\bar{X}$ 9.1 Range = 3 - 27

Test Performance on Current and Previous Students

Students enrolled in home instruction are generally tested using the TABE(Test of Adult Basic Education). Testing is not required of any given student yet is encouraged by the paraprofessional to determine levels at which to begin instruction. Some students are not tested by the TABE if they are functioning extremely low and other students may only want to work in one area, ie. reading, and will not take the language and math sections of the TABE.

The functioning levels of the current students in FY 1979-1980 are based on the TABE scores that were completed and recorded.

LAST GRADE COMPLETED IN PUBLIC SCHOOLS:

N = 1052 $\bar{X}$ 8.5 years school Range = 0 - 12 years

FALL 1979 TEST SCORES(TABE):

N = 887	N = 870	N = 856	N = 841
Reading	Math	Language	Total
$\bar{X}$ 8.9	$\bar{X}$ 8.0	$\bar{X}$ 8.4	$\bar{X}$ 8.5

STUDENT GRADE LEVELS ON TABE:

N = 860	5th and below	6%
	8th and below	57%
	9th and above	43%

TABE scores of students enrolled the previous year, FY 1978-1979, who were carried over into FY 1979 - 1980, were retrieved for purposes of determining gains made over the mean of 8.7 months. Only complete test scores at the D(difficult) level for reading, math, language and total score were used for this comparison.

GAINS FROM FY 1978 - 1979 to FY 1979 - 1980

N = 149 Reading	N = 149 Math	N = 149 Language	N = 149 Total
9.7	9.2	9.3	9.4
-8.9	-7.8	-8.2	-8.3
.8	1.4	1.1	1.1

Elapsed months between pre and post test = $\bar{X}$ 8.7

Cost and Supervisory Structure of the Paraprofessional Program

It was proposed by this project to determine the cost of the paraprofessional homebound program based on number of students, salaries, fringe benefits, materials, travel, supervisory cost, etc. It was found that across the state many variables have an effect on this determination. How the program is structured and what the local educational pay scales are play a large part in figuring the cost of the program. For example, there is a range of supervisory cost from a single paraprofessional working in a rural county with no local supervisor and being monitored by a state department supervisor which computes as no supervisory cost to the program vs. a paraprofessional working in a large urban area where salaries are higher and supplemented by the local school system and having supervision of a full time professional which is assigned to many ABE duties. For the purposes of this report, basic program expenses are reported to give a picture of initial outlay to begin a program. Cost of supervision, whether full or part time would have to be added.

$3.50/hour @ 30 hours/week or 1100 hours/year	$3,850
Travel expenses	400
Social Security	236
Local Retirement(Optional--around ½ participate)	279
Materials $15/student x 18 average student load	270
Basic program outlay	$5,035

$5,035 ÷ 18 full time students = Average cost of $279/student.

Kentucky's Paraprofessional Program has been expanding during the past seven years. As each program was added, the administrative structures became more diversified at the local level.

Following is a list of the range of supervisory situations that can be found:

Full Time Supervisors:	18 - 25 paraprofessionals in 8 counties average.
Half Time Supervisors:	8 - 12 paraprofessionals in 4 counties average.
Learning Center Coordinators:	8 - 11 paraprofessionals in 6 counties average.
Local County ABE Supervisors(10% of time or less):	1 - 6 paraprofessionals plus traditional ABE classes
Independent programs-- No Supervisor:	Direct report to superintendent's office--supervised by state supervisor. 1 - 2 per county
No Supervisor:	Supported by interested institutional supervisor, federal programs officer, superintendent, etc. 1 - 2 per county

Summary

It was the intention of this project to report on the status of Kentucky's Paraprofessional Home Instruction Program for the purpose of descriptive information for the State Adult Education Unit, universities involved, local programs, and interested parties outside the State of Kentucky. This study could be labled as a

"democratic evaluation", which "is an information service to the whole community about the characteristics of an educational program."[2] Judgements about the successes, pitfalls, or changes needed in the program were not to be made by this project.

The following content is a narrative capsule of the previous analysis information.

The paraprofessional home instruction program has been in operation since 1973, where it started as a pilot project in Montgomery County, Kentucky and has since grown to a statewide program incorporating one hundred thirty three(133) paraprofessionals. Based on this study with sixty four(64) paraprofessionals, it could be said that the average paraprofessional is 42 years old, married(92%), white(93%), female(96%), husband employed(88%), has less than two dependents at home, and has been working as a paraprofessional for a little more than four years. The homebound program predominately takes place in a rural area or small town with 12% of the paraprofessionals in urban areas of 100,00 and over. Over one half of the paraprofessionals have a regular high school diploma while approximately one third came the GED route. Over two thirds have earned less that twenty college credit hours and each have logged over eighty hours of regional and state training, over forty hours of local organizational training, and over twenty six hours of local specialized training for a total

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[2]Arden Grotelueschen, Project Director, Evaluation Resource Notebook. National Leadership Training Workshop in Adult Basic Education Program Evaluation, Office for the Study of Continuing Professional Education, College of Education, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801 February 1, 1975.

of approximately one hundred fifty hours spread over the four year period.

Each paraprofessional has an average student load of eighteen, they drive 115 miles per week and work at approximately fifteen different locations and instruct their students on the average of one hour plus per week. They use predominately commercial materials for instructional purposes(80%).

Data based on 1,328 FY 1979-80 students shows that those being served in the program have a mean age of 30, are white(86%), black(11%), are married(63%), and are female(81%). Less than one half have employed spouses, up to a possible 45% are on public assistance, and 53% of the homes visited were judged by the paraprofessionals to be very poor to moderate with an average of 3.6 household members. Estimated incomes of each household were that 58% had less than $8,000/year.

Most students were recruited by word of mouth(46%) or by the paraprofessional(28%). The reasons for student participation range from the only program in the county to such problems as childcare, isolation, irregular job hours and self consciousness.

The primary reason for program termination was GED completion, with 36% attaining this objective. An average of 6.3 students/paraprofessional either moved or lost interest in the program. The other left because of job shifts, entered other training programs, or reached their goal. Five hundred fifty three students re-enrolled from FY 1978-79 into the FY 1979-80 program. Considering this number who reached their goal the previous year, and those who left because of circumstances beyond their control, it could be said

that the program has 66% retention rate of students.

About 57% of the current students are functioning at the 8th grade level or below. Based on pre- and post- test scores, academic gains in reading, math, language, and total test score showed that in 8.7 months, gains were .8 years in reading, 1.4 years in math, 1.1 years in language, and 1.1 years for the total gain.

The average cost per student based on a total of $5,035 and eighteen(18) students is $279 per student per year.

IV. COMPETENCY BASED ADULT EDUCATION IN SERVICE TRAINING

The major objective for the in-service training activities in Kentucky for the 1979-80 project year was to provide ABE personnel practical information, hands-on materials and implementation strategies for teaching of competency based adult education. This was to be complimentary or supplementary information and materials to incorporate into their basic skills curriculum. This objective emerged out of the following discussion concerning the problem of the need for competency based adult education.

Problem and Background Information:

In 1978 the United States Office of Education suggested that steps in planning for Competency Based Adult Education may be warranted and as a facilitative function be emphasized as a 310 priority. Their definition of Competency Based Adult Education was "a performance-based process leading to a demonstration mostly of basic and life skills necessary for the individual to function proficiently in society." Based upon this problem the Morehead State University 310 project proposal for 1978-79 was a developmental strategy for pursuing this situation.

Strategy Pursued:

The Kentucky Adult Education Unit and the 310 Project,

based upon the USOE's discussion of CBAE activities in other states and 310 projects, needed to explore the current state of competency based adult education in Kentucky.

The following points served as a guide in the planning of a Kentucky Competency Based Adult Education Planning Conference held in the spring of 1979.

*Identify and clarify(for Kentucky's purposes) how USOE is addressing CBAE.

*Extend invitation to USOE spokesman for CBAE--(if feasible).

*Determine to what extent Kentucky's instructional program already fits.

*Write up Kentucky's CBAE as it exists(document what is being done in CBAE in Kentucky).

*Fill in the gaps--if they exist.

*Make recommendations

Based upon the preceding strategy the project staffs from Morehead and Murray; Adult Education Unit staff; local supervisors, teachers, paraprofessionals and learning center coordinators were involved in the conference(local ABE personnel were invited from regions throughout Kentucky).

Prior to the CBAE Conference, participants received materials describing CBAE program objectives and rationales from USOE and elsewhere across the United States. Participants were asked to be prepared to discuss Kentucky's instructional program in relation to CBAE programs and priorities described in the material.

The product of the CBAE Planning Conference was to be a Kentucky CBAE Position Paper, written on Kentucky's status in CBAE. The paper would be useful in answering inquiries as they arose

from USOE, other states and local programs and from the various bureaus, agencies, and universities within the state.

As a result of the discussion, it was determined that CBAE was a very critical area to pursue and develop into a 310 training component for the 1979-80 project year.

Developmental Aspects:

The sequences of events that occured in the development of competency based adult education training for Kentucky which emerged out of the CBAE Conference are as follows:

*A review of literature and CBAE products that had been developed by other 310 projects was conducted to gain the benefit of the experiences to others. Through clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, all of the 310 projects working in comptency based edcuation were identified and contacted for information, materials, reports, etc., that they had developed(See list of projects in Appendix C1).

*Once CBAE products and materials were acquired they were critiqued for useful ideas for the training needs in Kentucky. The review and critiquing procedure produced information that gave some indication as to the most useful material for our training needs.

*After critiquing the Competency Based Curriculm Projects acquired from other projects, another planning conference with the cooperating teachers, learning center corrdinators and paraprofessionals was conducted. As a result the CBAE Clovis Instructional Modules were identified as being the most appropriate for use in Kentucky. To find out how acceptable these modules would be by teachers and students it was necessary to field test them with the cooperating personnel. The CBAE Clovis modules were produced by the Competency Based Life Ability Skills Project, Clovis Adult School, 914 Fourth Street, Clovis, California, 193612, Elna M. Dimock, Project Director. These modules were copyrighted 1978 by the Clovis Unified School District--with "reproduction to suit your needs" authorization after purchase of the complete program--which was done by this project.

*Prior to field testing these modules, a CBAE Instructional Survey Instrument was prepared according to the fifty topics of modules available and were administered to ABE students, by cooperating teachers. We compiled the results and determined the ten most frequently selected topics according to rural area, urban area, sex and grade level. The inventory and results were reported out in the 1978-79 final report. But the ten most cummulative frequency counts topics were in priority of 1 through 10: (1) Short Form Income Tax, (2) Finding a Job, (3) Legal Rights, (4) Keeping a Job, (5) Job Interview, (6) Social Security, (7) Wages, (8) First Aid, (9) Job Application, (10) Selecting a Good Buy. Based upon the field test and utilization of these ten modules and the critiquing of numerous other modules and the needs and strategies identified to teach CBAE, a training agenda was synthesized and structured into training needs for the other ABE personnel across the state.

Procedure and Actual Conduct of In-Service Training:

A working definition of competency based adult education in Kentucky was developed by the cooperating ABE personnel and it was "providing ABE students the opportunity of acquiring life skills with academic skills based on their desires and abilities." This concept of CBAE in Kentucky served as the main element as the in-service training content was developed. The content for the CBAE in-service training sessions is outlined in the training agenda which is included in appendix C2.

The training session began with an introduction to competency based adult education as to definition, review of the CBAE projects and the materials from across the United States. The materials were left on a table for individual review during breaks and after the workshop. These are listed by topic and addresses in the CBAE References and Bibliography Section.

The orientation to CBAE, was closely aligned with the Adult

Performance Level Study and topics conducted by Dr. Norvell Northcutt at the University of Texas at Austin. The areas covered by the study included: (1) Consumer Economics, (2) Health, (3) Government and Law, (4) Community Resources, and (5) Occupational Knowledge, were linked as the integrating component in the Clovis module topics used in Kentucky.

To develop the sensitivity to the everyday needs of our ABE student, the participants viewed a 60 minute video tape entitled "On Being Human" featuring Dr. Leo Buscgalia, from the University of Southern California, The tape is available from the University of Wisconsin--Extension Telecommunication Center, 821 University Ave., Madison Wisconsin, 53706. The major emphasis of the tape was being sensitive to what our ABE students are telling and not telling us. This was an excellent piece of motivational media which proved very effective.

Another important highlight of the training was a simulated module called "Kentucky Competency Based Bingo." Each participant was given a bingo card which had answers in squares to questions that were asked at random with answers found in a Holiday Inn Travel Directory. As they found the corresponding answer to the question in the directory and on the card and entered the number in all squares either vertically, diagonally or horizontally, they were to holler, "Bingo!" The major illustration was that they had just gone through a CBAE module and had used the following skills:

*Alphabetical Order
*Map Skills(North, South, East, West)
*Inference
*Decoding & Reading
*Abbreviation
*Sales Tax
*Geography
*Locating Information for Travel
*Interpeting Legends
*Following Directions

The following critera for critiquing CBAE Modules was used by small groups and based upon their judgement and opinions each group shared their reactions with the other participants as to the potential value of the CBAE modules.

Criteria for Critiquing Modules

TEN MODULES

1. Is the content good? Is there depth?
2. Is it teaching what it is suppose to teach?
3. Is the reading level about where the descriptor says it is?
4. How many sessions of the class would it require for a student to complete the module?
5. Are the directions clear?
6. Are outside resources required to teach the modules?
7. Is this a topic that your students might choose for study and instruction?

This procedure gave ample opportunity for participant input and involvement. At this time each participant was given a summary or a Descriptor for Competency Based Modules sheet which briefly showed what was included in each module.(See Appendix C3). The next step was to provide each participant with a sample module. The teachers were then to preview, share and explain the sample modules to their students. The purpose for this was to provide the teacher with material to increase the chance for them to incorporate CBAE into their instruction. In addition the teachers had access to a CBAE retrieval system. The teacher was provided CBAE Topics of Interest material request cards(enough for the students they

had in their class) which is shown below.

MSU-1

Instructional Module Request Form

DIRECTIONS: Select the topic you most desire by putting a number [1] in the box beside it, and your second choice by indicating with a number [2].

- [ ] Preparing a Budget
- [ ] How to Find a Job
- [ ] First Aid
- [ ] Selecting a Good Buy
- [ ] Job Interview
- [ ] Keeping a Job
- [ ] Short Form Income Tax
- [ ] Social Security
- [ ] Job Application
- [ ] Legal Rights

YOUR NAME _____

TEACHER'S NAME _____

TEACHER'S ADDRESS _____

TEACHER'S TELEPHONE NUMBER _____ SCHOOL SYSTEM _____

9/6/79

These cards were issued to ABE students who were asked to check two topics from the ten listed, that they would like to study. The number of topics was limited to ten to cope with the order filling procedure. These cards were then forwarded to Morehead where multiple copies of the ten CBAE Instructional Modules were available. This retrieval activity provided information as to how well and to what degree teachers were providing their students with CBAE materials and instruction. The data information on utilization of the modules follows.

We had a total request from nine hundred and twenty(920) ABE students broken down into percentages according to the modules

requested as follows:

N = 920 ABE Students

Preparing a Budget	How to Find a Job	First Aid	Selecting a Good Buy	Job Interview
10% N = 99	12.7% N = 117	14.3 N = 132	8% N = 72	9.6% N = 89

Keeping a Job	Short Form Income Tax	Social Security	Job Application	Legal Rights
7.9% N = 73	10.9% N = 101	7.9% N = 73	8.3% N = 77	9.4% N =87

Each student requesting a module was then asked to respond to the following "What Did You Think of the Module?" We received ninety-four responses and their tabulation for all modules combined are indicated in percentages on the collection form.

WHAT DID YOU THINK OF THE MODULE:

N = 94

Name of Module_____

Your Name_____ Sex: Male: *36* Female: *58*

Please check the appropriate box:

Did you work through all of the module? Yes [*77*] No [*17*]

Was the module interesting? Yes [*81*] No [*12*]

Did this information help you? Yes [*82*] No [*11*]

Did you work through the module by yourself? Yes [*54*] No [*39*]

Would you like to have more modules on different topics?

Yes [*77*] No [*16*]

Comment: What was you overall feeling about the module?

_____

_____

FORM ABE 1

There were eight regional training sessions conducted and included 266 ABE teachers, counselors, paraprofessionals, and supervisors. The overall reaction and evaluation reflected a very positive attitude on the part of the ABE personnel responding to the evaluation instrument that was administered at the conclusion of each workshop. A cummulative evaluation of responses has been tabulated according to the questions on the evaluation instrument.

The evaluation results showed on a 1 - 5 scale the following:

1. The organization of the workshop was: N = 266

58%	35%	6%	1%	0%	
5	4	3	2	1	No
Excellent				Poor	Answer

2. The objectives of the workshop were:

48%	42%	7%	2%	0%	1%
5	4	3	2	1	No
Clearly Evident				Vague	Answer

3. The work of the trainers was:

60%	34%	4%	.4%	0%	2%
5	4	3	2	1	No
Excellent				Poor	Answer

4. Ideas and activities presented were:

57%	30%	10%	1%	.4%	.4%
5	4	3	2	1	No
Very Interesting				Dull	Answer

5. The scope(coverage of the workshop) was:

46%	39%	11%	3%	.4%	1%
5	4	3	2	1	No
Very Adequate				In-Adequate	Answer

6. My attendance at this workshop should prove:

49%	34%	13%	3%	1%	.4%
5	4	3	2	1	No
Very Beneficial				No Benefit	Answer

7. Overall, I consider this workshop:

45%	44%	9%	1%	1%	1%
5	4	3	2	1	No
Excellent				Poor	Answer

8. Do you feel a need for additional information about the topic:

47%	42%	11%
Yes	No	No Answer

V. ABE CREDIT TRAINING

Objective:

The major objective, as stated in the proposal was to provide course offerings in adult education to increase the competencies of adult education practitioners by concentrating on the problems encountered while teaching the disadvantaged adult. This objective will be measured in terms of, (1) number of ABE teachers enrolled in formal college credit courses, and, (2) successful completion of the courses as recorded in their college transcript.

Problem and Background Information:

In Kentucky's Adult Basic Education program, most teachers are employed on a part-time basis, with a large percentage of the teachers holding positions in the elementary or secondary public schools on a full-time basis. These teachers have received at least four years of formal educational training in preparation for teaching at the elementary or secondary level. In order to upgrade the quality of teaching methods and develop new attitudes towards adult basic education, ABE teachers must be provided formal course work in the field of adult education.

The ABE Credit Training program provided the payment of tuition and supplies for adult basic education personnel enrolled in formal courses offered by the Department of Adult, Counseling

and Higher Education. The courses offered were designed to increase the competencies of adult education practitioners by concentrating on the problems encountered while teaching the disadvantaged adults.

Procedure:

The courses offered through extension classes at Morehead State University served two main functions. The first was to provide current ABE personnel with the theory and techniques of teaching an adult basic education class. The courses covered such areas as:

1. The disadvantaged adult and his role in society
2. The direction and goals of ABE programs
3. Social and economic characteristics of the disadvantaged adult
4. Psychological characteristics
5. Recruitment
6. Counseling and the adult student
7. Testing and evaluation of adults
8. Retention and drop-outs
9. Materials
10. Delivery systems of ABE instruction
11. Formal and informal diagnosing of students
12. Individualized instruction

The second function of the program was for ABE personnel to develop an understanding of adult education and the importance of its role in our educational system. Many ABE teachers have

begun coursework on a master's degree and find it difficult to commute to and from one of the regional universities. These courses were taught this year in Lexington, Morehead, and Prestonsburg.

The ABE Credit Training Component enrolled eight students the fall semester in the three hour course entitled, "Human Development in Adulthood." "Identifying Learning Disabilities in Adult Students" was the course offering for two hours credit in Lexington, which enrolled nine students. In addition the New Paraprofessional Workshop enrolled twenty two students for two hours credit and the New Teacher Workshop enrolled eight for two hours credit.

For the spring semester seventy-four paraprofessionals were enrolled for one hour credit for the Spring Paraprofessional Workshop entitled "Workshop: Developing Resource Materials." In addition ten supervisors were enrolled for one hour credit for the course title "Workshop: Supervisory Techniques in ABE." Three courses were offered during the spring semester and had six students enrolled.

The ABE Credit Training program for the project year has provided college credit, ranging from one to three hours credit, for one hundred and thirty seven ABE teachers, paraprofessionals, and others interested in Adult Education as a major on their own or as an elective.

VI. & VII. PARAPROFESSIONAL TRAINING PROGRAM

Objective:

The main objective of the Paraprofessional Training Program was to provide continuous training in enrichment areas for experienced paraprofessionals and orientation/basic techniques and methods for the new or inexperienced paraprofessional.

Problem:

The paraprofessional, in many cases, is a former adult basic education student who has earned a high school equivalency diploma, has shown the ability to work effectively with home instruction clients, and is a native of the area in which he/she lives and works.

These three characteristics enable the paraprofessional to be an important extension of the local ABE program. However, the paraprofessional's transition, from the role of a former student to the role of a teacher of adults, requires training in educational theory, teaching methodology, orientation to various materials, and the development of expertise in working with adult students. Therefore, the effectiveness of the paraprofessional as a teacher of adults and the success of the adult student depends, to a considerable degree, upon the quality of training provided

for the paraprofessional.

In order to achieve the objective, the training program included two methods: (1) a New Paraprofessional Workshop and (2) a Spring Paraprofessional Workshop for the experienced, including the new ones who had been trained in the fall.

New Paraprofessional Workshop

As the new home instruction paraprofessionals were hired in the late summer and early fall of 1979, they agreed to participate in a training session at Morehead State University. This workshop served as their first week of employment--because it is very critical that they receive training before they attempt their new job. This year it required two sessions due to late employment by some local programs. The first session was conducted in August, the second was conducted in early October and each session had eleven enrolled.

All the basic training sequences necessary to begin a home instruction position were covered. Included here are a few of the major training components.

*Objectives and an overview of the homebound instruction program
*Structure of the Adult Education Program in the United States, Kentucky and the local level--to let them have a picture of what they were getting into.
*Characteristics of the adult student that they would be working with
*Recruiting of students and how they may proceed as to methods--but one to one or word of mouth was stressed as the best.
*Complete training in individualized instruction, diagnosing and prescribing a program for their students
*Interviewing and enrolling their students.
*Home visitations with experienced paraprofessionals as a real practicum as to what it will be like for them.
*Teaching techniques in the areas of writing skills,

word recognition skills--language experience and phonics.
*Programmed word attack, comprehension
*Teaching techniques of math, percentages, fractions, algebra, etc.
*Introduction to KET/GED series and it's availability over their Educational Channel through KET

This pre-service training program proved to be invaluable to the paraprofessionals. Many came to us with high anxiety. For several, this was their first trip out of their county, first time on an interstate, which scared some very much and for many this was the first time they had been away from their family. Therefore, it is necessary to approach training with a very understanding and relaxed attitude and atmosphere. By the time they leave the workshop a tremendous growth in confidence and higher self esteem about themselves is observable. An attempt is made to instill in them when they leave the workshop that they'll enjoy their work and that they are joining a very successful team of paraprofessionals and an adult education instruction program that's unique in the United States.

In terms of supporting the paraprofessional in his/her endeavor to perform the difficult task of providing instruction to homebound adults who have such a variety of needs, the pre-service program has proven very beneficial. The evaluation of the training received by the twenty two(22) paraprofessionals is as follows:

To determine whether or not the workshop met you needs and our objectives we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. PLEASE CIRCLE THE NUMBER WHICH BEST EXPRESSES YOUR REACTION TO EACH OF THE ITEMS ON THIS PAGE.

1. The organization of the workshop was:

66%	28%	6%			
5	4	3	2	1	No
Excellent				Poor	Answer

2. The objectives of the workshop were:

60%	40%				
5	4	3	2	1	No
Clearly Evident				Vague	Answer

3. The work of the trainers was:

83%	17%				
5	4	3	2	1	No
Excellent				Poor	Answer

4. Ideas and activities presented were:

49%	45%	6%			
5	4	3	2	1	No
Very Interesting				Dull	Answer

5. The scope(coverage of the workshop) was:

47%	53%				
5	4	3	2	1	No
Very Adequate				In-adequate	Answer

6. My attendance at this workshop should prove:

100%					
5	4	3	2	1	No
Very Beneficial				No Benefit	Answer

7. Overall, I consider this workshop:

77%	23%				
5	4	3	2	1	No
Excellent				Poor	Answer

8. Do you feel a need for additional information about the topic:

39%	61%
Yes	No

Spring Paraprofessional Conference - 1980

It was proposed that the spring conference for the experienced paraprofessional be continued in the 1979-80 project year. This conference has proven very beneficial to the paraprofessional all across Kentucky during the last four years because it makes them feel they are a part of a very important team and that their accomplishments are dually recognized. Another precedent for having the conference was that training needs to be continuous, capitalizing upon the instruction and development that has occurred previously. This allows for the maintaining and increasing of the paraprofessional's instructional performance.

Another benefit for conducting the conference was that through the year, many paraprofessionals encounter problems and/or discover weaknesses that they cannot handle. The conference allows them the opportunity to express their needs, and solutions can be identified to remedy those situations.

Procedure:

Spring Paraprofessional Conference was conducted at Lake Cumberland State Park in conjunction with Murray State University. Emphasis was on the development of a Kentucky Paraprofessional

Home Instruction Handbook which was designed and written at the conference by the paraprofessionals.

This was requested and discussed by numerous paraprofessionals and supervisors at the 1979 conference. They felt a need for a resource to turn to when they have a problem-- thus the handbook would be a sharing of the experiences, techniuqes, etc., that the paraprofessional had used and found successful.

A tentative content outline of the handbook was determined by a total survey of the paraprofessionals which provided the basis for the content development at the conference. Each paraprofessional was, prior to the conference, asked to identify the content area they would like to work on by identifying their first, second and third choice. Based upon their choices each paraprofessional was assigned to a topic content group two months before the spring conference and also was provided with a tentative or possible idea they may want to address during the conference. Each topic content group was assigned a group leader, who was either a supervisor, project staff, or SDE staff.

The conference was organized into ten groups of 12 to 14 paraprofessionals each with an ABE supervisor, project staff, or SDE staff, for leadership. Each group was assigned a specific topic or part of the handbook to develop. They were then given the first day and one half to complete their topic for the handbook.(A copy of the Handbook Outline is provided in Appendix D). Each group shared their topic with another group for critiquing and either suggesting additions or deletions. All groups were

given one half day of the second day to complete this critiquing task and return it to the original group for finalization during the evening and morning of the third day. The latter part of the morning of the third day of the conference was designed for reporting to the entire group the results or what had been accomplished.

All participants were given one hour of college credit either by Murray State University or Morehead State University. The final evaluation is in the form of the finished handbook which is produced as a separate bound product or document. This was a very beneficial experience for the paraprofessionals and will greatly benefit all of those concerned in the Kentucky Homebound Paraprofessional Program.

VIII. ORIENTATION AND INDIVIDUALIZED INSTRUCTION TRAINING WORKSHOP--NEW ABE TEACHERS

Objective:

The major objective of the Orientation and Individualized Instruction Training Workshop was to provide training for new ABE teachers in the following area:

1. Orientation to Adult Basic Education in Kentucky
2. Characteristics of the Disadvantaged Adult
3. Individualized Instruction:
   a. Interview
   b. Diagnose
   c. Prescribe
   d. Manage
4. Orientation and Explanation of ABE Materials
5. Instruction in Use of the ABE Materials Guide
6. Instruction in Content Areas Covered on the GED.

Problem and Background Information:

The success of Adult Basic Education is determined by dedicated and well-trained teachers. There is an ever increasing demand upon these teachers to provide a comprehensive and practical instructional program to meet the varied needs of the individuals enrolled in the adult basic education classes.

Each year local ABE programs are required to employ and train new ABE teachers, but are limited as to time and resources. Newly hired ABE teachers have been compelled to make a transition

from teaching children to that of teaching the disadvantaged adult in a very short time period. In order to insure a smoother transition, a comprehensive, week-long, preservice training program was needed.

The one week Pre-Service Individualized Instruction Training Workshop for new teachers was designed to provide extensive training in the principles and techniques of teaching adult basic education.

The undereducated adult, enrolled in an adult basic education class, has many unique characteristics that affect the methods of instruction to be employed. Such topics as recruitment and retention are often unfamiliar to the new ABE teacher but are a critical concern to the success of an adult basic education program.

Individualized Instruction

Individualized instruction, as a method, has a lot to offer in improving classroom instruction. The basis for believing that individualized instruction is educationally desirable, results from the nature of the adult enrolled in the ABE program. No two adults learn at the same rate, have the same motivation, or solve problems in the same manner. Therefore, the ABE teacher must be provided in-service training in the techniques of individualized instruction.

The "Individualized Instruction for the Adult Learner" training packet is designed to instruct classroom teachers in the principles and techniques of individualizing instruction.

The training program is divided into four units: Interviewing, Testing and Analysis, Prescription Writing, and Management of the Classroom.

The first unit of the training program is concerned with the initial contact between the teacher and the student. The training program offers suggestions as to how to establish an informal and comfortable atmosphere for the new student. Great emphasis is placed upon the removal of the traditional "teacher-student" roles, and the teachers are instructed in the techniques of asking open-ended questions. This seems to be the most effective method of getting the student to respond and relax. Another important part of the initial interview is the recording of information needed to complete the registration forms required by the state department.

The second unit of the training program is the individualized testing and diagnosis of each student. The teacher receives training in the various skills and techniques related to diagnostic testing and placement. Since the purpose of individualized instruction is to help each student with his own personal needs, it is suggested in this unit that the student be fully aware of the purpose of the test and be informed of the results in relation to his future program. For practical exercises, the teacher will score and diagnose sample answer sheets from the Test of Adult Basic Education.

Unit three deals with developing a program of study or prescription sheet for the student. This is a list of books or instructional materials that will help correct the weakness

located by the diagnostic test. A copy of the Materials Guide will be given to each teacher to aid in the practice of prescription writing.

The fourth unit will provide training in the management of an individualized classroom. The teacher will be given encouragement/support in making the transition from the traditional classroom to the individualized classroom.

The pre-service training program is designed to prepare the adult education teacher in the use of individualized instruction and give the teacher the skills required to meet the various needs of the individuals enrolled in the adult basic education classes.

Procedure and Conduct of the Workshop:

The Pre-Service Individualized Instruction Workshop was structured for ABE teachers employed by local programs who had no training in adult basic education. Eight new ABE teacher were provided pre-service training concerning the techniques of working with disadvantaged adults and individualized instruction. Once the new teachers were identified by the local administrators, each teacher was invited to participate in the workshop held at Morehead State University in August, 1979, prior to the fall school term. Each participant received a stipend for attending the thirty hour workshop. Two hours of graduate credit were provided for all participants. Accomodations for the participants were arranged with Morehead State University, Director for Student Housing.

The workshop content highlights are as follows:

*Participants were given an orientation as to the purpose of Adult Basic Education as described by the Adult Education Act. This included the structure of the ABE program in the U.S., Kentucky, and the local level. It is emphasized that the priority for their ABE class would be to recruit and provide instruction to the low-level student.

*Two excellent films were used for orientation purposes "The Sound of My Own Name"--available from the USOE and "Illiteracy We Can't Afford It" available from the Florida State Department of Adult Education, Tallahassee--both films excellently depict the characteristics of the ABE student, their needs and structures of instructional delivery systems.

*Low self concept and low self esteem were stressed as being characteristics of the disadvantaged adults. Teaching techniques and strategies for working with the adult student were covered using Maslow's Hierarchy of Needs and the concept of Andragogy vs. Pedagogy.

*Recruitment methods and tips for better retention of adult students were discussed as being an important part of the ABE teachers' responsibilities.

*The Maryland Adult Education Video Tape Series was utilized for certain topics such as: Guiding the ABE learning--counseling and interviewing the adult and communication with the adult.

*Heavy emphasis was put upon Individualized Instruction for interviewing, diagnosing, prescription writing, and management. This was the main focal point of the entire workshop.

*Information on the GED and CLEP program was provided.

*A comprehensive coverage and explanation of commercial materials were conducted. Time for the participants to review these materials was provided as they developed sample student prescriptions.

*The KET/GED Math Series was utilized for the principles and techniques for teaching math in the areas of fractions, decimals, percentages and algebra.

*The teaching of reading techniques included an introduction to the Labauch method, scope and sequence of reading skills, language experience, word attack, and comprehension skills.

An evaluation of the workshop was completed by each participant as to what they had gained from the workshop each day and for an overall final response for the cummulative experience according to the following questions which shows the results. N = 8

1. The organization of the workshop was:

75%			25%		
5	4	3	2	1	No
Excellent				Poor	Answer

2. The objectives of the workshop were:

88%			13%		
5	4	3	2	1	No
Clearly Evident				Vague	Answer

3. The work of the trainers was:

75%			25%		
5	4	3	2	1	No
Excellent				Poor	Answer

4. Ideas and activities presented were:

50%			50%		
5	4	3	2	1	No
Very Interesting				Dull	Answer

5. The scope(coverage of the workshop) was:

88%			13%		
5	4	3	2	1	No
Very Adequate				In-adequate	Answer

6. My attendance at this workshop should prove:

88%	13%				
5	4	3	2	1	No
Very Beneficial				No Benefit	Answer

7. Overall, I consider this workshop:

88%	13%				
5	4	3	2	1	No
Excellent				Poor	Answer

8. Do you feel a need for additional information about the topic:

63%	13%	25%
Yes	No	No Answer

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IX. DISSEMINATION AND TECHNICAL ASSISTANCE SUMMATION HIGHLIGHTS

In accordance with the guidelines of the Kentucky State Plan for dissemination of results and documentation of activities this section is included as a part of the project report. The following events or activities are but a part of the on-going sharing of information with other agencies or individuals and assisting programs as requests can be met.

The following activities were conducted either via telephone, mail, or visitation:

Alcore Personal Skills Program
Hazard, Kentucky
Request for Alcore representative to be included in regional competency based workshops to help develop local progam. Request completed.

Fayette Co. Public Library
Lexington, Kentucky
Request for assistance in development of methods, materials for beginning a volunteer tutor reading program in Lexington. Assisted.

Bath Co. Public Schools
Warm Springs, Virginia
Request for information on paraprofessional program expansion and materials. Information provided.

California State Department of Education
Sacramento, California
Request for methods and information of Kentucky's home instruction program to be adapted to California. Provided.

Kentucky Education Television--Adult Reading Series
Lexington, Kentucky
Request to serve on an advisory committee during and after the development of new televised reading series for adults. Participation is on-going.

International Reading Association Pre-Convention Institute
Atlanta, Georgia

Presentation of an adult reading pre-convention institute for 250 participants.

CTB/McGraw Hill

Assistance requested to revise and expand the "Analysis of Learning Difficulties"(item analysis form) to the TABE(Test of Adult Basic Education)

Local School District In-Service K - 12

Lewis County	Bourbon County
Rowan County	Hazard City Schools
Leslie county	Fleming County

Request for training session in Competency Based Education individualized instruction and metric education--conducted.

Union College
Barbourville, Kentucky

Request for formal participation in a GED Ceremony--request honored
Request for inclusion for evaluation in Basic Skills for Adults Out of School Proposal--participating.

WMKY Radio--"New Day"
Morehead, Kentucky

Request for talk show on adult education in Kentucky--participated with Rowan County Superintendent.

Morehead State University Speakers Bureau
Morehead, Kentucky

Request to speak before the Kiwanis Club on adult education in Easter Kentucky--request honored

NTS Research Corporation
Durham, North Carolina

Request for 30 minute telephone interview on post secondary education--participated.

Elementary and Secondary Teacher Education Classes
Morehead State University

Request as guest lecturer for several college classes during the fall and spring semesters--conducted

Marshall University
Huntington, West Virginia

Request for assistance and materials in structuring the statewide teacher training workshops in competency based adult edcuation--completed.

Appalachian Development Center
Morehead State University
Request for structuring criteria for instruction of basic skills for proposed project with U.S. Forestry Services--done.

Cincinnati Adult Education Program
Cincinnati, Ohio
Request for writing part of a chapter on adoption for training activities utilizing the ABE Cluster Paraprofessional Handbook developed by the Cincinnati Program--completed as requested.

Federal Corrections Institute
Lexington, KY
Request for training residents as assistant ABE instructors in the area of orientation to the working with adults, considering psychological and behavioral aspects--completed as requested.

New Albany--Floyd County ABE Program
New Albany, Indiana
Request for training of ABE Personnel in recruiting and retention of ABE students through improved instruction techniques--completed.

Floyd County Mental Health Program
Prestonsburg, Kentucky
Request via telephone for information and materials on instructing low-level adult students-completed

Appalachian Educational Satellite Program
University of Kentucky
Request for the development and conduct of the ETV program on the teaching of basic reading to ABE students--completed.

Appalachian Development Center
Literacy Volunteers of America, Inc.
Request for cooperative conduct of training volunteers in conjunction with Appalachian Development Center and Literacy Volunteers of America--completed.

References and Bibliography

for Adult Learning Disabilities

Sources available through ERIC Clearinghouse on Adult, Career and Vocational Education.

1. Characteristics of Adults that Facilitate and/or Interfere with Learning. By Robert G. Norris, 1977, ED 150442

2. Major Learning Efforts: Recent Research and Future Directions. By Allen Tough, 1978 ED 156828

3. Self-Planned Learning in America. By Patrick R. Penland ED 152987

4. Educational Assessment and Instructional Strategies for Adult Exceptional Learners. Final Report by Grace Bingham, 1978, ED 167724

5. Working with Adult Exceptional Learners, A Handbook of Suggestions for Assessment, Educational Planning and Instructional Strategies. By Grace Bingham, 1978 ED 167725

6. Overview of Learning Disabilities: Retrospect and Prospect. By John McLeod, 1979 ED 172160

7. Learning Disabilities and Adult Basic Education. By Susan S. Berry, 1976 ED 159137

8. Learning Disabilities with Emphasis on Reading: An Annotated Bibliography. Compiled by Grace E. Lee and Allen Berger, 1978, ED 161012

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A Partial Listing of Adult Basic Education Projects Related to Adult Learning Disabilities

Project	Contact
The London Procedure-A Screening, Diagnostic and Teaching Guide for Adult Learning Problems	Laura P. Weisel Adult Basic Education London City Schools 60 South Walnut St. London, Ohio 43140
Learning Disability Characteristics of ABE Students	Dale R. Jordan Jordan-Adams Learning Center Oklahoma City, Oklahoma
Adult Learning Disabilities Videotape Series featuring Dr. Dale R. Jordan	George Travis The Ohio State University 160 Ramseyer Hall 29 West Woodruff Ave. Columbus, Ohio 43210
Cognitive Style Mapping with Matching Reading Program Alternatives	Gerardo Franciosa School District of the City of Niagara Falls Continuing Education Center 24 and Independence Ave. Niagara Falls, NY 14301
Learning Disability Handbook & Assessment and Programming for Learning Disabled Adults	Mary Curran William Rainey Harper College Algonquin and Roselle Roads Palatine, Illinois 60667
Cognitive Style Mapping	LaVon Coat Adult Basic Education Vincinnes University Vincinnes, Indiana 47591
Cognitive Style Mapping	George Bennett Hawkeye Institute of Technology Box 8015 Waterloo, Iowa
Curriculum Design for the Adult Dyslexic	Cecilia Feemster Dyslexia School of North Carolina Route 1, Box 22 B Dallas, North Carolina 28034

Project	Contact
Educational Assessment and Instructional Strategies for Adult Exceptional Learners	Diane Yarosz Project Coordinator Center for Adult Development Graduate School of Education Rutgers University New Brunswick, New Jersey
The Learning Disabled Adult film series	Linda Zeiler Staff Development Specialist Adult Basic Education State Department of Public Instruction Indianapolis, Indiana 46204

References and Bibliography

Materials Critiqued for
Competency Based Adult Education Training

1. "Proceedings of a National Invitational Workshop on Competency Based Adult Education" --Edited by Carol E. Kasworm and Buddy R. Lyle. June 20-22, 1978, Austin, Texas. Available through University of Texas at Austin, Division of Continuing Education.

2. "Learning for Everyday Living--A Materials Guide for APL" Division of Adult and Community Education, Indiana. Department of Public Instruction, Indianapolis, Indiana.

3. "ABE Project REAL--Consumer Economics" Adult Basic Education, Warren City Schools, Warren, Ohio.

4. "Coping Selections for Adults--Reading Series", Right to Read Center, University of Maine, Portland - Gorham, Gorham, Maine.

5. "LIFE- Adult Coping Skills Reading Modules" Alabama State Department of Education. Adult Education Center, Auburn University, Auburn, Alabama. 1977

6. "CBE WISE - Competency Based Instruction Series", Northwest Regional Educational Laboratory, Portland, Oregon. 1977

7. "APL/ABE Materials for Teaching Functional Literacy In North Dakota" Dickinson Public School District, Dickinson, North Dakota. 1977

8. "Competency Based Adult Education Sample Activities." College of Education, Louisiana Tech University. Sam V. Dauzat. Ruston, Louisiana.

9. "Adult Performance Level-Arrangment of Publisher Listings" Sandra W. Pruitt, Memphis State University, Memphis, Tennessee, 1977

10. "Oregon-Competency Based Adult High School Diploma--Management Manual, 1978", Department of Education, 942 Lancaster Drive NE, Salem, Oregon, 1977.

11. "Adult Performance Level in ABE--A Curriculum Guide. Florida Junior College at Jacksonville, Mildred Harding. Jacksonville, Florida 1978.

12. "Adult Competency Education Instructional Module In Consumer Economics." Public Schools of the District of Columbia, Office of Educational Programs and Services, Division of Adult and Continuing Education, Washington, D.C.

13. "Final Report to The Fund for the Improvement of Postsecondary Education." Paul Pottinger, PHD. Institute for Competence Assessment, Division of McBER & Company, Boston, MA 1975

14. "A Workshop Packet for Integrating an APL Approach to Teaching Functional Literacy with ABE Programs in North Dakota" Adult Compentencies in Education(ACE) Project, P.O. Box 1057, Instructional Media Center, Dickinson, North Dakota, 1977

15. "APL: Adult Performance Level Program User's Guide," Consumer Economics, University of Texas at Austin, 1977.

16. "Basic Book II--Plantation Education for Today" Plantation Education Program, Southern Mutual Help Association, Inc., 329 S. Iberia St., New Iberia, Louisiana 70560

17. "Consumer Economics for Adults", Greg Fitzloff, Project Director, Council on Economic Education, October 1977.

References and Bibliography

Resource Training Materials for New ABE
Teachers and Paraprofessionals

1. Teaching the Disadvantaged Adult. Curtis Ulmer, National Association for Public Continuing and Adult Education, Washington, D.C.

2. Counseling and Interviewing Adult Students. National Association for Public Continuing and Adult Education, Washington, D.C.

3. Good Ideas for Teaching Reading, Good Ideas for Teaching Math. Mobile County Public Schools, Mobile, Alabama.

4. Everyday, Everywhere Materials as Teaching Resources in Adult Basic Education. Virginia Polytechnical Institute and State University, Blacksburg, VA

5. Developing Adult Reading in Texas(DART). College of Education North Texas State University, Denton, Texas.

6. Tutor. Ruth Calvin and Jane Root, Literacy Volunteers of America, Inc. Syracuse, NY

7. The New Streamlined English Series. Frank Laubach, New Readers Press, Box 131, Syracuse, NY

8. Kentucky Materials Guide. ABE Training Project, Morehead State University Morehead, KY

9. Tests of Adult Basic Education, CTB/McGraw Hill, Manchester Rd. Manchester, Missouri.

Videotapes, Films, Filmstrips:

1. "On Being Human" Leo Buscaglia, Telecommunications Center, University of Wisconsin, Extension, Madison, Wisconsin.

2. KET/GED Math Series, Cambridge Book Company, 488 Madison Ave. New York, NY 10022

3. "Maryland ABE Teacher Training Tapes", Maryland State Department of Education, Annapolis, Maryland.

4. "Sound of My Own Name" U.S. Office of Education, Division of Adult Education, Washington, D.C.

5. "What If You Couldn't Read" Dorothy Todd Productions, Boston, MA

7. "Illiteracy, We Can't Affort It" Adult Education Unit, State Department of Education, Tallahassee, FL

8. "Individualized Instruction for the Adult Learner" Manual, filmstrips, cassettes, ABE Training Project, Morehead State University, Morehead, Kentucky

LEARNING DISABILITIES

APPENDIX A1

LEARNING DISABILITIES WORKSHOP PARTICIPANTS

July 16-19, 1980 Lexington, Kentucky

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*Sharon Moore
UPO 1353
Morehead State University
Morehead, KY 40351

*Asterisk indicates cooperating personnel for planning pilot workshop

APPENDIX A2

APPENDIX A3

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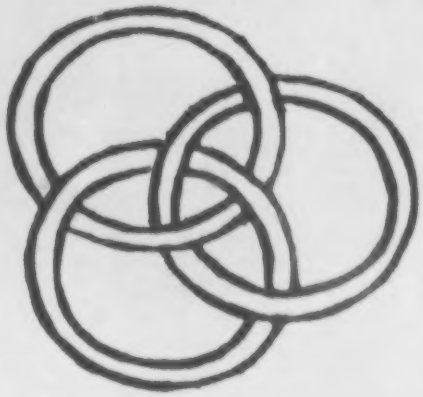

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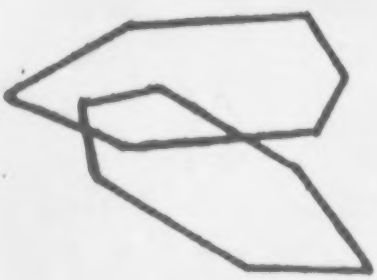

EDUCATORS'S CHECKLIST

OBSERVABLE CLUES TO VISUAL AND AUDITORY LEARNING PROBLEMS

ADULT'S NAME_____DATE_____

VISUAL CHECKLIST

1. Appearance

_____ Reddened eyes or lids
_____ Eyes tearing excessively
_____ Encrusted eyelids

2. Behavioral

_____ Head turns as reads across page
_____ Looses place often during reading
_____ Needs finger to keep place
_____ Too frequently omits words
_____ Writes up hill or down hill on paper
_____ Squints, closes or covers one eye
_____ Tilts head extremely while working at desk
_____ Omits letters, numbers or phrases
_____ Writes crookedly, poorly spaced
_____ Comprehensions reduced as reading continues
_____ Holds books too closely
_____ Makes errors in copying from board or book on desk

3. Visual Dyslexia

_____ Perceives symbols backward, upside down, or in scrambled sequence
_____ Reverses words, syllables, number units
_____ Leaves off endings
_____ Cannot recall correct sequence of letters, words, numbers
_____ Has difficulty recalling information in sequence (alphabet, days of week, months, sentences, number groups, etc.)

AUDITORY CHECKLIST

1. Behavior

_____ Turns one side of head toward speaker or source of sound
_____ Inability to follow directions
_____ Failure to respond when called
_____ Poor progress in discussion groups
_____ Retarded language development
_____ Mouth breathing

2. Auditory Dyslexia

_____ Does not distinguish separate phonetic elements in words
_____ Cannot detect syllables
_____ Cannot blend word parts into whole word units
_____ Writes words phonetically
_____ Subvocalization while reading or writing
_____ Erases, marks over habitually while writing

ADDITIONAL COMMENTS

ANALYSIS OF PARAPROFESSIONAL

HOMEBOUND INSTRUCTION PROGRAM

APPENDIX B1

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351

TO: Sharon Darling
Marlene Haney
Don Patrick
Carson Slone

This fiscal year we are attempting to evaluate the Kentucky Paraprofessional Home Instruction Program. This report is needed by the state department and administrators in other states that might be interested in replicating the program.

The report will address itself to five critical areas which you will find on the enclosed outline. Also, you will find the first of several questionnaires that will be administered to the paraprofessionals for data collecting purposes. Data will also be collected from SDE and local supervisors.

We feel that with your experience as a supervisor of paraprofessionals that it is important to gather your reaction to the evaluation areas to be examined and the questionnaire's content. Do you feel that these points are worthwhile to examine and do you have any other topic to add?

You might find it helpful to review this outline with the following questions in mind:

Is the information available? If not, why?

Would some of the information only be partially available? i.e.: pre-post test on students and/or reasons for dropping the program or separation.

What information in the outline, would be the most important and least important for someone to know who is interested in implementing a program?

Please feel free to write or make notes on the outline and express any reaction or comments you may have. We would like to have your reaction and the outline and questionnaire back to us by October 8, 1979.

Thank you for working with us. We'll be back in touch frequently as we progress with this project.

Sincerely,

Sharon Moore

P.S. Please find enclosed the section of our proposal describing this analysis of the home instruction program.

ANALYSIS OF KENTUCKY ADULT BASIC EDUCATION PARAPROFESSIONAL
HOME INSTRUCTION PROGRAM

Introduction: Include concept and description of program and purpose of report.

I. COST ANALYSIS

A. Salaries of Paraprofessionals
   1. Current range
   2. Average hours per week
B. Travel Budget
   1. Per paraprofessional
   2. Per.....
      a. Rural
      b. Rural-Urban
      c. Urban
   (Inflation adjustments necessary)
C. Material Budget
   1. Per paraprofessional
   2. Spent for testing
   3. Spent for Instruction
   4. Spent for miscellaneous
   5. Percent left at the end of the year: starting budget may be more than continuing budget.
D. Training Budget
   1. Pre-service cost: 30 hour pre-service,include materials
   2. Supervisor in-service
   3. Telephone
   4. Spring conference
   5. Total cost per paraprofessional
E. Per Student Expenditure
F. Administrative Cost
   1. Full-time
   2. Part-time
   3. Independent
G. Total Program Cost
H. Money Source
I. Start-up Expense RER
J. Additional Information: state department and MSU

II. DEMOGRAPHIC ANALYSIS

A. Age
B. Sex
C. Race
D. Marital Status
E. Household Size
F. Academic Background
G. Hours In Training
H. Prior Work Experience
I. Years as Paraprofessional
J. Geographic Area

III. STAFF ANALYSIS

A. Retention of Paraprofessionals
   1. Percent moved
   2. Percent took new Job
   3. Percent who didn't like
B. Years on the Job
   1. One year
   2. Two years
   3. Three years
   4. Four years
   5. Five years
   6. Six years
C. Administrative Structures
   1. Full-time
   2. Part-time
   3. Independent
D. Attitudes of Satisfaction
E. Supervisor Contacts
   1. Number per week
   2. Number per month
F. Material Distribution
G. Characteristics of Home Instructor(desired)

IV. STUDENT ANALYSIS

A. Student Entry Level (Test and Years Completed in School)
B. Student Age
C. Marital Status
D. Employed or Unemployed/Spouse Employed or Unemployed
E. Student Load/Per Paraprofessional
   1. Number of sites: list sites
   2. Students per site
F. Hours Per Week Per Student Per Level
G. How Recruited
   1. Word of mouth
   2. Agency referral
   3. Door knocking
   4. Other
   (List: top 5 agencies that refer students)
H. Reasons for Participation in Home Instruction
   1. Number isolated
   2. Number without child care
   3. Number self conscious about learning
   4. Number for whom this was the only county program
I. Materials Used
   1. Percent used commercially prepared materials
   2. Percent Used teacher-made materials
J. Reasons for dropping out of homebound program
   a. Percent that moved
   b. Percent that lost interest
   c. Percent that got a job
   d. Percent that reached goal
   e. Percent dropped for unknown reason
K. GED's attained

L. Rating of Home Environment

V. TRAINING ANALYSIS

A. Number of Hours for New Paraprofessionals
B. Subjects Covered
C. Material Given to Paraprofessionals
D. Needs Survey??

APPENDIX B2

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351

You, as an administrator, are an important part of the successful and innovative Paraprofessional Homebound Adult Basic Education Program. Right now Morehead State University's goal is to give Kentucky a self-definition(through a published report) of how the Paraprofessional Home Instruction Program, established in 1973, is currently operating and to answer questions from other states interested in establishing similar programs. Results of questionnaires such as the one enclosed will aid in sharing answers to frequently asked questions and experiences of paraprofessionals across the state.

This questionnaire has been mailed to each paraprofessional. Enclosed you will find a copy for yourself and two extra copies and return envelopes for any paraprofessional whose name we may have missed. This questionnaire is the first in a series of survey instruments designed for data gathering. These should be completed and returned to us by November 9, 1979.

Also enclosed is a sample questionnaire with attached explanatory notes on the answers in the sample.

In your day to day communications we hope you will stress full participation to your paraprofessionals. It is important that we have 100% return on the questionnaires to reflect the full effect of the program. Let us hear from you if you run into any questions.

Yours truly,

Sharon Moore, Assistant Coordinator
UPO 1353
Morehead State University
Morehead, KY 40351

M E M O R A N D U M

TO: Paraprofessional Home Instructors

FROM: Sharon Moore, Assistant Coordinator
UPO 1353
Morehead State University
Morehead, KY 40351

DATE: October 22, 1979

SUBJECT: *Analysis of Home Instruction Program

We have been getting a great deal of requests from other states about Kentucky's successful Paraprofessional Home Instruction Program! As a result of these requests, this year we(Morehead State University's Training Project) have taken the responsibility of looking at the whole program since its beginning in 1973 and writing a comprehensive report about it.

You are the backbone of this program, thus we are turning to you first for some of the information needed. Enclosed is the first of a series of questionnaires that will be sent to you. Results of these questionnaires will greatly aid in answering the questions that need to be answered. This first questionnaire starts this descriptive study with information about each paraprofessional whom we consider to be at the heart of the success of this program. Other questionnaires will follow having to do with students levels, etc.

Enclosed is an example or "mock-up" of a questionnaire which should aid you in completing yours. Would you please take a few minutes to complete the questionnaire and return in the enclosed postage prepaid envelope by November 9, 1979.

If you have any problems, please call you supervisor, or call collect at (606)783-2289 or 3111--mention the questionnaire to our secretary so she can accept the call.

We look forward to receiving your completed questionnaire. Thanks in advance for your help.

*NOTE: This is in comjunction with the Kentucky State Department of Adult Education and is being done with the knowledge and approval of your supervisor. None of the information collected from you will be used for any other purpose than for the completion of this report.

Example

HOME INSTRUCTOR QUESTIONNAIRE

I. PERSONAL DATA

1. Name: Mary Smith

2. Home Address: Rt. 4, Box 162
Street

Morehead Rowan 40351
City County Zip

3. Date of Birth: 10 / 6 / 48

4. Race:

Black ___
White ✓
Other ___

5. Martial Status:

Single ___
Married ✓
Divorced ___
Widowed ___
Separated ___

6. Sex:

Male ___
Female ✓

7. If married, please indicate your spouse's employment status below:

Employed ✓
Unemployed ___
Disabled ___
Retired ___

8. Please provide the information below for each dependent living at home:

First Name	Age	Relation to you
Susie	6	daughter
Johnnie	10	son
Andy	11	son

II. EMPLOYMENT DATA

1. School System Rowan County Public Schools
2. Name of Supervisor Kathy Hazard
3. Date you were first employed as a home instructor: Month 8 Year '77
4. Number of years you have been employed as a home instructor 2½
5. Please describe your work history by providing the information below for each job you have held:

(Check appropriate time)

Position	Employer	Date of Employment	*Part-time	Full-time
Teacher Aide	Rowan Co. Sch.	9/76-5/77	✓	

*Less than 30 hours per week

6. Please check the category below which best describes the community in which you work as a home instructor:

Rural	✓	Urban (25,000-100,000)	____
Small Town (Below 10,000)	✓	Urban (Over 100,000)	____
Urban (10,000-25,000)	____		

III. EDUCATIONAL DATA

1. Please check all of the items below which describe your educational background:

   ✓ GED
   ___ High School Diploma
   ___ Vocational School(completed after high school or GED)
   ___ Bachelor's Degree
   ___ Master's Degree

2. Please give the total number of college credit hours you have earned: 6

3. Please indicate the number of Training Sessions, in conjunction with Morehead or Murray you have attended in each catagory below:

   1 Summer Workshops at Morehead State University 30 hours

   2 Annual Spring Conference

   3 Fall In-Service Training Sessions { Metrics, Laubach, ~~and~~ Competency Based Ed.

4. Please describe any training that your supervisor has provided for you. Give estimated number of hours with supervisor per year according to called supervisor meetings: 1) organization of program, 2) special topic meetings(list topics).

Training	Number of Hours
1977 Organizational Meetings	18
1978 Organizational Meetings	6
1978 Special Topic: Teaching Math	3
1979 Organizational Meetings	6

not count
mes you just
epped by the
ffice to pick
materials,
orms, etc.

M E M O R A N D U M

TO: Paraprofessional Home Instructors

FROM: Sharon Moore, Assistant Coordinator
UPO 1353
Morehead State University
Morehead, KY 40351

DATE: December 6, 1979

SUBJECT: Analysis of Home Instruction Program

I was so pleased with your response of the first questionnaire. Thank you for being so prompt!!

I had said in the last memo that the previous questionnaire would be the first in a series to get all the information gathered for our report. We have decided to combine the rest of the needed questionnaires into one last big one which you will find enclosed. Due to the length of this one we intend to pay you for two hour's work which will be added on to your stipend for the Spring Conference.

This questionnaire involves information about your enrolled students, this year and the ones you enrolled last year. Most of the information can be gotten from your knowledge of the students. Some will have to be obtained from current and past records. Some of these records, you may have with you and some may be with your supervisor or at your superintendent's office.

Enclosed is an example or "mock-up" of the questionnaires which should aid you in completing yours. Would you please complete and return them in the enclosed postage prepaid envelope by January 15, 1980.

If you have any problems, please call your supervisor or call collect at (606) 783-2289 or 3111 (mention the questionnaire so our secretary can accept the call).

Your cooperation is greatly appreciated. We are anxious to get all the information in so we can complete our report.

M E M O R A N D U M

TO: Paraprofessional Supervisors

FROM: Sharon Moore, Asst. Coord nator Sharon
UPO 1353
Morehead State University
Morehead, KY 40351

DATE: December 12, 1979

SUBJECT: Home Instruction Analysis

Thanks for your support concerning the first questionnaire. I had a real good response from everywhere.

The enclosed questionnaire is the last one for the paraprofessionals. It will take a couple of hours possibly to complete. We intend to pay them for 2 hours for their time. This will be attached with their spring conference stipend checks or be a part of it(if being paid by Morehead).

This questionnaire will involve current records and will require records from last year that you may have to provide to the paraprofessionals. I appreciate your help with the records as I know they are hard to sort through sometimes.

Extra copies are included for you. Each of your parapro's has received two copies of Form 1 as they may have several current students.

I am not sending questionnaires to any of your parapro's that were hired after March 1979, as they have not had the experience that I want to look at. Please see that each of your experienced ones complete and send back the data by January 15, 1980.

Thank you so much for your support. We're really excited about having a thorough report and without you it is impossible.

Call me if you have any problems.

Name Sharon Moore

FORM 1

Fill in the following information about your students enrolled this year. Provide figures or check where appropriate.

Example

STUDENT NAME: (full name not required)	AGE	RACE: White	Black	Other	MARITAL STATUS: Single	Married	Divorced	Widowed	Separated	SEX: Male	Female	SPOUSE EMPLOYMENT STATUS: Employed	Unemployed	Disabled	Retired	HOW RECRUITED: Word of Mouth	Agency Referral	Recruited by you	Other	AVERAGE HRS. OF CONTACT WITH STUDENT PER/WK.	NUMBER LIVING IN HOUSEHOLD	COMBINED ESTIMATED INCOME OF HOUSEHOLD (In thousands) 0-5	5-8	9-11	11-15	15 +	RECEIVING ANY PUBLIC ASSISTANCE Yes	No	Don't know
John Doe	19	✓			never married	✓				✓			✓				✓			1½ hr.	5		✓				✓		
Frank Smith	21	✓				✓				✓			✓					✓		2 hr.	2			✓				✓	
Susie Smith	30	✓					✓				✓	✓					✓			1 hr.	3		✓				✓		
Bob Jones	55		✓			✓				✓		✓						✓		½ hr.	6		✓				✓		
Mac Wiest	45	✓						✓			✓	✓				✓				1 hr	2			✓				✓	
Bill Clark	18	✓				✓				✓		✓				✓				1 hr	3		✓						
Jill Addis	25	✓			✓						✓	✓					✓												
Sue Bang	33	✓				✓																							
Betty Spe																													

Also: list students that you enrolled but may have already seperated this year.

FORM 2

Please provide the following information on only your last year's students to whom you have given at least two complete TABE Tests (Pre-test/Post-test) on the same level (E, M or D). Please list only students pretested in Aug., Sept., Oct., Nov., Dec., 1978 and post-tested in March, April, May, Aug., Sept., Oct., or Nov. 1979. Provide numbers or check where appropriate.

STUDENT NAME	LAST GRADE COMPLETED IN SCHOOL	ENTERING (PRE-TEST) SCORE: TABE Read	Math	Lang.	Total	TABE LEV. E	M	D	TEST DATE Mo.	Yr.	EXIT (POST-TEST) SCORE: TABE Read	Math	Lang.	Total	TABE LEV. E	M	D	TEST DATE Mo.	Yr.
Wilma Miller	8	2.6	5.0	7.2	7.0		✓		9	78	9.2	6.0	9.0	7.5		✓		5	79
John Jones	10	9.2	9.0	10.7	9.5			✓	10	78	11.0	10.0	11.7	10.8			✓	10	79
Marjorie Scott	6	4.0	6.5	4.5	5.0		✓		9	78	5.5	6.9	5.0	5.9		✓		5	79

(You may only have 2 or 3 that you have a complete pre-post test to. Pre Post test has to be at the same level also. List as many as you had.

FORM 2

HOME INSTRUCTION STUDENT DATA QUESTIONNAIRE

Of your enrolled students listed on FORM 1, please indicate the number that fit in each category below:

1. Reason for participation in Home Instruction program(decide the main reason for each student and enter in only one category each).
   - 10 This is the only county ABE program
   - (Or choose one of the following):
   - 5 Isolated(no transportation , financial difficulties or classes too far away)
   - 2 Without childcare
   - 6 Too self concious to attend classes or learning center
   - 3 Irregular working hours(job shifts)

2. List the five agencies that refer the most students to you:
   1) Child Welfare, 2) Head Start, 3) Churches
   4) Home Health Nurses, 5) Home Bound Public School Teachers

3. How many students do you consider your average student load?(put one number) 25

4. At how many places do you have students enrolled? 20 (19 houses and a group at church)

5. Of the instructional materials that you use, please indicate a percentage in the following categories:
   - 75% Commercially published education materials
   - 10% Teacher made materials
   - 15% Printed materials(newspapers, magazines, drivers manual, Bible, etc.)
   - 100% TOTAL

6. Of your currently enrolled students, divide the total into the following home environment categories: (Please indicate, in your opinion, the number of your students in each category
   - 3 very poor
   - 10 poor
   - 3 moderate
   - 2 good
   - 2 very good
   - 1 I do not meet them in their home.

   <--> Feeling you get when you visit them considering: cleanliness, nutrition, health, general atmosphere of home quality.

7. How many miles do you travel per week? (average) 175 miles

---

Of the students you worked with last year (Sept. '78--May '79), please give the following information:

1. How many total students did you enroll last year? 35

2. Of this number, how many are still enrolled with you? 10

3. How many of your last year's enrollment? <--> Think real hard and do the best you can with the question
   - 1 were unemployed and got a job(without GED)
   - 3 were unemployed and got a job(after finishing GED)
   - 2 were employed and got a promotion or better job(without GED)
   - 4 were employed and got a promotion or better job(after finishing GED)

4. Of those students you worked with last year, not currently enrolled with you, please indicate their reasons for leaving your home instruction program.

   How many.....?
   - 6 moved
   - 6 lost interest
   - 16 reached goal: 8 GED, 2 Other
   - 3 entered some other type of training program
   - 2 took a job, changed shifts

5. How many of your students received their GED last year(including summer)? 8

Example

COMPETENCY BASED ADULT EDUCATION

COMPETENCY BASED ADULT EDUCATION PROJECTS

*ESL/CITIZEN EDUCATION TEACHER TRAINING/ DEMONSTRATION
*ADULT HANDICAPPED TEACHER TRAINING/ DEMONSTRATION PROJECT
Larry I. Ady. Project Director
District School Bd. of Orange Co.
410 Woods Ave.
Orlando, FL 32805

APL IMPLEMENTATION FOR STUDENTS WITH MINIMUM LITERACY SKILLS
Oregon Dept. of Education
Community Colleges Division
942 Lancaster Dr., NE
Salem, Oregon 97310

APL SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
Adult Basic Education Program
WV Dept. of Education
Bureau of Vocational, Tech, and Adult Ed.
1900 Washington St., East
Charleston WV. 25305
(Marion Co. Project)

ABE STAFF DEVELOPMENT PROPOSAL
Mattew Meadows, Project Director
District Scholl Bd. of Broward Co.
1320 SW 4th St.
Ft. Lauderdale, FL 33312

MICHIGAN LIFE ROLE COMPETENCY PROJECT
APL/LRC
Ms. Joanne Dembinski
Pontiac City School District
John Perdue Comples
25 S. Sanford
Pontiac, MI 48058

TEACHER TRAINING PROJECT TO IMPROVE THE STATEWIDE DELIVERY OF LIFE AND ROLE COMPETENCIES
Dr. Judy Holder
Genesee Intermediate School District
2413 W. Maple Ave.
Flint, MI 48507

INTEGRATING APL SKILLS INTO ABE CURRICULUM
James Snodgrass, Project Director
Project Second Start, Inc.
450 N. State St.
Concord, NH 03301

TRAINING & SENSITIZING ABE PERSONNEL TO IMPLEMENT APL OBJECTIVES
Mrs. Nancy Winthrop, Project Director
Manchester School Dept.
88 Laurel St.
Manchester, NH 03104

*ADULT HIGH SCHOOL DIPLOMA LIFE SKILLS ASSESSMENT
*OR ADULT ED. CURRICULUM DEVELOPMENT
*A REVISED & EXPANDED MODEL FOR THE OR COMPETENCY BASED ADULT HIGH SCHOOL DIPLOMA SPECIAL PROJECT
Oregon Dept. of Education
Community Colleges Division
942 Lancaster Dr., NE
Salem, OR 97310

SENIOR CITIZEN DEMONSTRATION PROJECT
Mrs. Jan Avery
Gadsden State Jr. College
Gadsden, AL 35202

READING SKILLS IMPROVEMENT REINFORCING CONSUMER ORIENTED ACTIVITIES
James Smithson, Director
Tuscaloosa City Bd. of Education
Tuscaloosa, AL 35401

INOVATIVE MEANS OF TEACHING ADULTS SKILL OF EFFECTIVE PARTICIPATION THROUGH THE USE OF VIDEO TAPES
Mrs. Ora Manning
Macon Co. Bd. of Education
Tuskegee, AL 36083

ADULT BASIC EDUCATION LIFE SKILLS COMMUNITY EDUCATION PROJECT
George Martin
Phenix City Bd. of Education
Phenix City. AL 36867

UTILIZING APL TECHNIQUES IN PARENTING EDUCATION
Mr. James Mason, Director
Huntsville City Bd. of Education
Huntsville, AL 35804

COMPETENCY BASED ADULT DIPLOMA PROJECT
Ms. Rosemary Dawson, Project Director
Los Angeles Unified School District
1200 Cornwell St.
Los Angeles, CA 90033

APL GAMEPLAN FOR LEARNING
Berdene Swan, Project Director
Elsinore Union High School District
1201 W. Graham Ave.
Lake Elsinore, CA 92330

CALIF. ADULT COMPETENCY EDCUATION
Dr. Dorothy Westby-Gibson, Co Director
Dr. John Tibbetts, Co Director
San Francisco State U.
Secondary Education, Rm 31
1699 Holloway Ave.
San Francisco, CA 94132

PROPOSAL TO IMPROVE PROFESSIONAL COMPETENCIES THROUGH THE ADULT PERFORMANCE LEVEL APL CONCEPT AND REPRESENTATIVE
Mrs. Mary G. Turner, Asst. Superintendent
of Adult and Continuing Education
D.C. Public Schools
Presidentioal Building
Roym 1010
415 12th St., NW
Washington, DC 20004

REACHING THE ABE CLIENT--ADULT EDUCATOR TRAINING
Robert Smith, Project Direcotr
P.O. Box 797
Palatka, FL 32077

THE DEVELOPMENT AND DEMONSTRATION OF COMPETCY BASED ADULT EDUCATOR STAFF DEVELOPMENT MATERIALS AND NEEDS ASSESSMENT SERVICES
Arthur Burrichter, Project Director
Florida Atlantic University
College of Education
Boca Raton, FL 33431

STATE ADULT AND COMMUNITY ENERGY EDUCATION PROJECT
O.B. Hendrix, Project Director
District School Bd. of Putnam Co.
P.O. Box 797
Palataka, FL 32077

TAPES FOR ISOLATED SENIORS
Dr. E.A. Ned Johnson, Project Director
Seminole Community College
Sanford, FL 32771

CONTINUATION PLAN FOR HAWAII'S PARTICIPATIO
IN REGION IX ADULT EDUCATION STAFF DEVELOP
Dr. Paul Christianson, Project Director
Far West Regional Lab 1
1855 Folsom St.
San Francisco, CA 94103

HAWAII STAFF DEVELOPMENT PROJECT IN ABE
Dr. Sheldon Varney
College of Education
University of Hawaii
Honolulu, HI 96822

APL DEPARTMENT OF CORRECTIONS
Dr. Donald A. Vanover, Coordinator
Dept. of Corrections
School District #428
400 State Armory Building
Springfield, IL 62706

APL/ESL FIELD TESTING & PROFESSIONAL DEVELO
Jeanett Crum, Coordinator
Kishwaukee College
Community Education & Services
Malta, IL 60150

TEACHER TRAINING IN ADULT FUNCTIONAL COMPET
Dr. Tom Scott, Asst. Director
The College of Continuing Ed.
Northern Illinoise U.
DeKalb, IL 60115

MARYLAND ADULT COMPETENCY
Thelma Cornish, Project Director
Maryland State Dept. of Education
Baltimore-Washington International Airport
P.O. Box 8717
Baltimore, MD 21240

AN IN SERVICE & PRE SERVICE TEACHER TRAINI
PROJECT FOR ABE PERSONNEL
Joesph Nayduciak, Project Director
St. Cloud State University
St. Cloud, MN 56301

COMPETENCY BASED BASIC EDUCATION FOR
Bernice Gunderson, Project Director
Southwest State University
Marshall, MN 56258

COMPETENCY BASED HIGH SCHOOL
Burton Feaster
Grand Island Public Schools
Adult Education/Senior High School
2124 N. Lafayette
Grand Island, Nebraska 68801

COMPETENCY BASED HIGH SCHOOL
Lyle Newman
Alliance Public Schools
100 West 14th St.
Alliance, NE 69301

IMPROVEMENT OF ABE LEARNING CENTERS/
IMPLEMENTATION OF APL DEVELOPER-DEMON-
STRATION DIFFUSION PROJECT
Lewis Welker
Unit of Inmate Education
Division of Corrections
911 Missouri Blvd.
Jefferson City, MO 65101

STAFF DEVELOPMENT AND RESEARCH DEVELOP.
Thomas Trujello
Director, Adult Basic Education
New Mexico Dept. of Education
Capitol Building
Santa Fe, NM 87501

IDENTIFICATION OF CONTENT AREA COMPETENCIES
MEASURMENT TECHNIQUE FOR A COMPETENCY BASED
ADULT HIGH SCHOOL DIPLOMA PROGRAM
Melinda Kay Haynes, Project Director
Adult ESL Project
Dept. of Secondary Educaton
University of Nevada
Las Vegas, Nevada 89109

ABE COMPETENCY BASED TEACHER IN SERVICE
John A. Pearce
Tahlequah Public Schools
Box 417
Tahlequah, OK 74464

APL TEACHER TRAINING & USE IN CLASSROOM
Blake Welch
Memphis City Schools
Memphis, TN 38101

APL TEACHER TRAINING & USE IN CLASSROOM
Blake Welch
Memphis City Schools
Memphis, TN 38101

LEARNING MODULES FOR ADULT EDUCATORS
Dr. Robert A. Fellenz
College of Education
Texas A & M University
College Station, TX 77843

STATEWIDE ABE PROGRAM
Sandra Robinson, Consultant,
Adult Education
State Dept. of Education
State Office Building
Montpelier, VT 05602

A NATIVE AMERICAN ADULT PERFORMANCE LEVEL
ABE/GED PROGRAM
Mrs. Joyce Reyes, Director
Adult Basic Education
United Indians of All Tribes Foundation
3602 3604 W. Government Way Extension
Seattle, WA 98199

NEWCASTLE/WESTERN CO. DEMONSTRATION
Phillip Shellier
Easter Wyoming College
Torrington, WY 82246

A MODEL ABE/ESL COLLECTION AND DISSEMINATION
SYSTEM ICDS TO IMPLEMENT AN ADULT PERFORMANCE
LEVEL PROGRAM(APL)
Dr. James M. Hardison
Pr-ject Director, ICEDS
San Diego Community College District
5350 University Ave.
San Diego, CA 92105

SOUTHWEST(AREA IV)TEACHER TRAINING PROGRAM
Mr. Edgar Martin, Project Director
Copiah-Lincoln Jr. College
Wesson, MS. 39191

SOUTH WEST (AREA V)
L.E. Caston, Project Director
Hattiesburg Public Schools
Hattieburg, MS 39401

FUNCTIONAL LITERACY PROJECT
Martha Hollar, Director
Caldwell Community College and
Tech. Inst.
P.O. Box 600
Lenoir, NC 28645

ACE: ADULT COMPETENCIES IN EDUCATION
Lottie W. Dickerson, Director
Martin Community College
Kehukee Park Rd.
Williamston, NC 27892

ADULT EDUCATION GRADUATE LEVEL STAFF
DEVELOPMENT AND APL PILOT PROJECTS
Gordon Paulsen, Director
Instructional Media Center
P.O. Box 1057
Dickenson, ND 58601

ADULT EDUCATION GRADUATE LEVEL STAFF
DEVELPMENT & APL PILOT PROJECT
Worcester State College
Resource Center
Adult Education Resource Center (AERC)
Worcester, MA 01602

LOUISIANA ADULT PERFORMANCE LEVEL
RESEARCH & CURRICULUM DESIGN
Sam V Dauzat
College of Education
Louisiana Tech. University
Ruston, LA 71272

ADULT PERFORMANCE LEVEL
Elizabeth Cobb, Project Director
Florida Junior College at Jacksonville
101 West State St.
Jacksonville, FL 32202

COMPETENCY BASED EDUCATION STAFF TRAINING
PROJECT
Donna Lockard, Project Director
Region X Staff Development Consortium
Northwest Regional Educational Lab.
710 SW SEcond AVe.
Portland, OR 97204

ABE INSTRUCTORS STATEWIDE MEETING
Oregon Dept. of Education
Community Colleges Divisions
942 Lancaster Dr., NE Salem, OR 97310

STAFF DEVELOPMENT FOR ADULT EDUCATION STAF
IN EAST TEXAS REGION
Billy Watson, Director
Rusk Independent School District
P.O. Box 474
Rusk, TX 75785

COORDINATING CURRICULUM FOR VOCATIONAL &
ADULT EDUCATION
J.P. Deloney, Project Director
District School Board of Okeechobee Co.
100 SW Fifth Ave.
Okeechobee, FL 33472

A FUNCTIONAL COMPETENCY BASED CURRICULUM
FOR ABE
Ms. Elna Dimock, Project Director
Clovis Adult School
914 45th Street.
Clovis, CA 93612

IMPLEMENTING ADULT PERFORMANCE LEARNING CU
Michael R. Robbins, Project Director
District School Bd. of Palm Beach Co.
3323 Belvedere Rd.
West Palm Beach, FL 33406

APL CURRICULUM DEVELOPMENT DISSEMINATION
RESEARCH
Buel R. Lyle, Project Director
EXB 202
The University of Texas at Austin
Austin, TX 78712

ADULT PERFORMANCE LEVEL CURRICULUM & TEACH
EDUCATION Gertrude Coble, Project Directo
District School Bd. of Sarasota Co.
2418 Halton St.
Sarasota, FL 33577

CONTINUATION OF APL COMPETENCY BASED HIGH
SCHOOL DIPLOMA & THE IMPLEMENTATION OF APL
CURRICULUM INTO EXISTING ABE CURRICULUM WI
IN WINDHAM SCHOOL DISTRICT
Mr. Chris Tracy, Director
Adult Education
Windham School District
P.O. Box 40
Huntsville, TX 77340

APL IN ELS CURRICULUM MATERIALS DEVELOPMENT PROJECT
Mrs. Sonia Torres
PEILA
D.C. Public Schools
1470 Irving St. NW
Washington, DC 20010

APL EVALUATION
Adult Basic Education Program
WV Dept. of Education
Bureau of Vocational, Tech. and Adult Education
1900 Washington St. East
Charleston, WV 25305

PROJECT COPE(DEVELOPING MATERIALS FOR CANE
WORKERS ON PLANTATION EDUCATION)
Sister Alice Macmurdo, Project Director
Southern Mutual Help Association
329 S. Iberia St.
New Iberai, LA 70560

Competency Based Adult Education
Training Workshop

AGENDA

FIRST NIGHT

6:30	Introduction Orientation and Overview of Competency Based Adult Education
7:00	Video Tape "On Being Human" Leo Buscaglia
8:00	Break
8:10	Ice Breaker--Communication
8:30	Competency Based Bingo Game
9:15	Helpful Handouts
9:30	Adjourn

SECOND NIGHT

6:30	How to determine the reading level of materials.
7:00	Critique Competency Based Modules
7:30	Modules Discussion
7:45	Retrival System of Modules
8:00	Break
8:10	Film "What if You Couldn't Read"
8:40	Self Assessment
9:10	Commercial Materials Review Handout of Resources
9:20	Evaluation
9:30	Adjourn

PREPARING A BUDGET (Reading Level 4+) Independent
*Insure that your "needs and "wants are not larger than your income.
*Writing your own budget.

HOW TO FIND A JOB (Reading Level 4+) Independent
*Finding and using sources of job information in phone book and newspapers.
*Interpreting abbreviations found in sources.

FIRST AID (Reading Level 4+) Independent
*First aid steps in: bleeding, stoppage of breath and heart, choking, heart attack, poison, burns, and shock.

SELECTING A GOOD BUY (Reading Level Independent
*Differnece between impulse and comparison shopping.
*Why stores hold sales.
*Sale price vs. original price.
*Why credit costs more than cash.

THE JOB INTERVIEW (Reading Level 4+) Independent
*Ten rules concerned with interview preparation.
*Six ways to conduct yourself during the interview.

KEEPING A JOB (Reading Level 6+) Independent
*Identifies attitudes and work habits that lead to acceptable work behavior.
*Purpose of work-probation period.
*Course of action for solving on-the-job problems.

INCOME TAX--Short Form (Reading Level 6+) Independent
*Exemptions
*Four filing status classifications under which one may file
*W-2 and W-4 forms--completing a W-4
*Taxable income and deductions
*1040 Form

SOCIAL SECURITY (Reading Level 4-5) Independent
*A federal government operated insurance program
*The four types of employment that are covered.
*Where the money comes from--employer and employee.
*Three types of benefits and where to check on benefits.

JOB APPLICATION (Reading Level 6+) Independent
*Vocabulary and abbreviations found on application forms.
*Completing a job application form.
*How to write a letter of application.

LEGAL RIGHTS WHEN ARRESTED (Reading Level 4+) Independent
*Your rights if arrested.
*Rights derived from the constitution.
*Obtaining a lawyer yourself or having a court appoint one.

PARAPROFESSIONAL TRAINING PROGRAM

Appendix D

Outline of Handbook

I. Introduction
   A. Purpose of handbook
   B. What is home instruction?
   C. Goals of the program

II. I'm Hired, Now What?
   A. Role description: Me and my supervisor
      (Clarify responsibilities of each)

   B. Training: Things you have to know to get started
      (include all areas needed to know)
   C. Last minute details: Organizing materials and necessary record keeping. (include possible problems of record keeping & being organized--a place for everything)

III. Where Are My Students?
   A. Agencies and other ways of beating the bushes

   B. Talking with a potential student: (Consider attitudes, fears, etc. Also, what impression do you give your students--What should I say?)
   C. Enrolling students: Are they scared of me or me of them? (Discuss developing trust, the attitude of "What are the strings attached?", embarrassment of lack of knowledge, etc. Going back a 2nd or 3rd time to convenience them).
   D. Scheduling visits: Driving around or going someplace?? (Also include amount of time spent with each student based on their need--grouping students in one house or church, routing yourself efficiently, knowing travel budget and staying within it).

IV. The Student is Mine--Where Do I Go From Here??
   A. Making the student feel at ease
   B. Goal Setting--Why are they <u>really</u> under my wing?
   C. Informal Diagnosis
   D. Placing them in starter materials--(What to look for; are they working in the <u>right</u> level; ruts not to get into; making the student comfortable in materials).

E. Formal testing and placement
   1. What test is best if any? (Your attitudes about testing and what you say to the student--maybe not test for non-readers for awhile--test results are not the bible, ie., nerves, student may be ill--)
   2. Do I show them the scores? (When to and when not to)

F. Prescribing a learning program--(Based on need and interest supplemental materials of interest).

G. Managing their learning--(Keeping them going--motivation--making ABE a family affair--using your common sense with each student)

V. How to Keep From Drowning in Paperwork
(Suggested ways to organize your necessary papers keeping in mind that each program requires different looking forms with same information on them--expmples enrollment forms could be included if group agrees that it is really good--Relate which areas of work would be better organized if forms were used--example--recruitment, referrals, prescriptions, etc. Who do I enroll? People who want help with one thing and then are gone???--Recording test scores--keeping a folder on each student--filing cabinet in your trunk or in a center--Record information now while you remember--don't wait-End of year evaluations).

VI. Problems(This could cover tons of things: To list a few to address:)

A. Confidentiality: (Some students don't want anyone to know their in the program also where does this stop when it concerns the student and the police?)

B. Your safety: (How to choose a student, involving whether to take a client by checking with neighbors or referral services--what guidelines are available to refuse to accept a student).

C. Home environments

D. Your values and your students values: (Address the idea that differences in values shouldn't interfere with learning).

E. Counseling student you're not qualified to handle

F. Cancellations

G. Instructor: Student conflict(many areas to address--one might be the student who expects a social hour with no work--drop him/her???)

H. Student's honesty: (Can they check their own work? Some yes, some no--can they take a test without you being there?--You may feel someone else is doing their work--This may be a problem because they feel that this learning situation is like the one they had in high school-program and purpose may need to be explained better).

I Getting materials on time(order early-be organized)

J.

L.

VII. Questions I know to ask now that I didn't know before

A. After GED, then what? (Students shouldn't be dropped cold after the test).

B. Can I teach more that one student at once?

C. How far to go in helping a student with personal problems?

D. I need to know more about the GED test!!

E. Where can I get more materials or ideas? (Student has gone through everything you had at their level for their need).

F. Who helps me when I don't know how to teach something?

G. Can I get travel deduction for Income Tax purposes?

H.

Anecdotal Stories of Selected Students

Write a one page narrative of students you've worked with that for some reason or another stand out in your mind as being such a challenging or learning experience for you that it would be very beneficial to share with others. Ten stories should be developed according to different categories or topics such as the following:

1. A Non-Reader on Welfare with Four Children and Husband Gone
2. Marital Problems--But the Student Wanted to Continue
3. My 84 Year Old Student
4. Health and Personal Hygiene Problems had to be Dealt with First
5. Study and Work in Secrecy
6. Etc.

Steps to follow:

1. Each member of the group should write up 2 or more stories of students they've worked with according to the above.

2. Once completed--try to give the story a heading(like those mentioned in 1-6, or True Romance flavor, whatever).

3. Share all with the group and list to discuss which 10 would be the most appropriate or of a variety of situations to include in the handbook.

4. Once done develop an approach/technique sheet for handling or working with each student discussed in the story(do not discuss techniques and approaches in the story).